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EDUCATIONAL GUIDE

AND

COURSE OF STUDY

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Educational Guide

and

General Course of Study

for

Lutheran Elementary Schools

Issued by

THE TEXAS DISTRICT

of

The Evangelical Lutheran Synod of Missouri, Ohio, and Other States

1930

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I deem it a privilege to express the sincerest gratitude and appreciation of the entire District to the many pastors and teachers whom God's infinite grace endowed with wisdom and ability to complete this volume of significant importance. We feel distinctly proud of this accomplishment. We are convinced that it meets all the requirements and fills a long-felt need.

But the best appreciation, an appreciation that will result in real, lasting benefits, will be shown if pastors, teachers, parents, and pupils will make diligent use of this EDUCATIONAL GUIDE. Then, and then only, divine grace, which made possible its production, will through it shower blessings upon our schools. May God grant it!

C. M. BEYER,
President, Texas District.

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Preface

As early as November, 1921, the idea of a "Course of Study for Our Lutheran Schools" was suggested to the Teachers' Conference of the Texas District. At Houston, in 1922, the District synodical convention passed a resolution instructing the School Board to prepare a complete course. This was done, and it was presented to the convention at Riesel in 1924 and referred to the Teachers' Conference of the District with instructions to take definite action. This conference met at Winchester in 1924 and after thorough discussion decided to follow a new plan in the preparation of the course of studies. The scope of the course was to be widened to include the idea of a guide in education. The aim and purpose should be to acquire greater uniformity and to raise the standard of efficiency in our Lutheran schools. At the same time the GUIDE should contain hints and suggestions for all who take part in our school-work, teachers, pastors, official visitors, students, and also parents and pupils. Wherever possible and consistent with good Lutheran principles, it should conform to the courses of our state schools. However, it should also be sufficiently flexible to meet the requirements of all our schools.

Mr. L. O. Kasper, who was the first to suggest the GUIDE and who worked so energetically and faithfully during the entire period of preparation, was requested to prepare the first draft. Later on he asked some of his colleagues to prepare the first draft of some of the subjects. All of these were then placed in the hands of the First Draft Committee appointed by President H. Studtmann, which consisted of the following members: Revs. R. Osthoff and C. W. Rische and Teachers L. O. Kasper, K. E. Dube, A. C. F. Lange, and G. W. Twenhafel. Mimeographed copies of the different instalments of the first draft were mailed to all pastors and teachers to give every one an opportunity to offer corrections, criticisms, and changes. The First Draft Committee held about a hundred meetings.

President H. Studtmann had appointed a special Text-book Committee, consisting of Rev. K. G. Manz and Teachers E. Gutzler, E. F. Wilkening, O. H. Kieschnick, L. O. Kasper, and K. E. Dube, to select suitable books to be recommended for the various subjects to be taught.

President H. Studtmann also appointed a Manuscript Committee, consisting of Revs. P. G. Birkmann and Geo. A. Naumann and Teacher H. Buescher, to examine the first draft.

The District convention at Thorndale in 1927 was informed that the first draft had been completed, and it decided to place the whole matter in the hands of a Committee on Final Revision, consisting of the following five members: Rev. R. Osthoff and Teacher L. O. Kasper (members of the First Draft Committee), Rev. P. G. Birkmann and Teacher H. Buescher (members of the Manuscript Committee), and Prof. H. Studtmann (the appointee of the District president). In September, 1929, President C. M. Beyer appointed Revs. Geo. A. Naumann and J. W. Behnken, and in December, 1929, Teacher B. F. Jutzi to succeed Rev. R. Osthoff and Prof. H. Studtmann and Teacher H. Buescher, who had resigned because of other duties.

Many have contributed to the pages of this little book. Many others helped to correct and improve the material. The subject-matter has been condensed almost to a minimum. Parents and educators and pupils will find in it much of practical value. It should stimulate intelligent cooperation. The text assignments were arranged with the greatest care. In some subjects the book will serve as the only available text-book.

Both the authors and the revisers have borrowed material from many sources, which is herewith gratefully acknowledged. Some of the sources were: *Lutheran School Journal; Concordia Teachers' Library,* Vol. VIII; *A Guide to the Study of the Bible,* by J. Sheatsley, A. M.; *Kurze Bibelkunde,* by Schaller; *Historical Introduction to the Symbolical Books,* by F. Bente, D. D.; *Distinctive Characteristics of the Lutheran Church,* by Rev. G. Luecke; *Lutheran Usage in Public Worship,* by Rev. F. W. C. Jesse; *Christian Art,* by Paul E. Kretzmann, Ph. D., D. D.; the courses of study of various States; various church periodicals, etc.

Grateful acknowledgment is herewith made also to Teachers E. Schultz and O. Mueller and Mesdames A. O. Rast and A. Buvinghausen as well as to Teachers H. Wittmershaus and R. Winter and the Misses Alvina Wagner, Norma Steglich, and Thekla and Thelma Siebelitz for the work of mimeographing, to Teachers L. O. Kasper, K. E. Dube, A. C. F. Lange, and G. W. Twenhafel for the text assignments, and to Mrs. B. F. Jutzi for typing the final manuscript.

May God's blessings accompany the little volume on its errand! May it find its way into the home of every pastor, every teacher, and every pupil! May it redound to the glory of God and to the greater efficiency of our dear Lutheran elementary schools!

The Committee on Final Revision.

Foreword

All teaching of good and beneficial subject-material is somehow educational. It will in one way or another aid in shaping or developing the attitudes, ideals, desires, habits, abilities, powers, skills, or general character of the individual toward a higher plane. Hence, if a teacher were but to take this EDUCATIONAL GUIDE and teach the subject-material that it outlines, he would be wielding a training influence over his pupils and furthering their educational development somehow, even if he kept his mind solely on subject-material instead of on the pupils and thought only of teaching and not of training. This is due to the inherent and incidental educational value of knowledge — and fact-getting.

But no teacher conscious of his mission and of the tremendous counter-influences in education can afford to stop at incidental training or expect his pupils to be satisfied with the crumbs that may fall from the educational table. He will make education *intentional.* He will set his mind, not on the course of study, not on the pensum, not on the text-book or subject-material, but on the *pupil.* Course, pensum, text-book, and subject-material are to him but the means whereby to further the building up of his boys and girls into great and strong and skilful men and women. When he teaches, the question uppermost in his mind is not: How can I best make my pupils comprehend and retain this or that? but: What can I do by means of my teaching to make my pupils better boys and girls, to raise them to a higher educational plane, to improve or strengthen their attitudes, desires, habits, ideals, behavior, character, virtues, powers, and skills? *Educational* results is what he wants.

For, in the first place, his very title *teacher* implies that he be a person who draws upwards through his teaching. To teach is more than to inform and make sure that the information has been understood and retained. It is in fact not only more, but really something else. A few Scripture quotations will convince any one and will show particularly the Christian teacher that in religion, too, he is expected to do much more than to inform and review. Ps. 90, 12: "Teach us to number our days." Ps. 143, 10: "Teach me to do Thy will." Matt. 28, 19: "Go ye therefore and teach all nations, . . . teaching them to observe." Eph. 6, 4: "But *bring them* [the children] *up in* the nurture and admonition of the Lord" (by *means* and *according to* the Word of God).

In the second place, it is a fact, but usually forgotten, that the sole object of all informing, instructing, explaining, applying, and reviewing is training, developing, educating, changing, directing, and elevating some person or persons. The object is not primarily to fill their minds with good and useful facts, much less, of course, merely to finish a certain prescribed pensum and to make a grade. It is to educate the pupils, *i. e.*, to aid in drawing out their God-given faculties of body, mind, and soul and developing them to the highest possible and most desirable stage of culture.

In the third place, such intended and determined influence upon the children is highly necessary because of the tremendous counter-influences in education. Incidental educational crumbs are far too inadequate to build up and fortify the individual against all the degrading influences of life that constantly surround him. He needs a strong, positive, and conscious training and development forward and upward if he is not to succumb to the wiles of his own perverse and sinful nature, aided and abetted by the overwhelming powers of the devil and the world. Even in very ordinary things this is true. The child as he is by nature must be lifted out of, and kept from backsliding into, any number of undesirable traits, such as selfishness, disorderliness, slovenliness, intemperance, laziness, disobedience, lack of ambition, and the like. Whether at home or in school, in the religious lesson or in any other lesson, the main aim and activity must always be to make of him a strong, firm, able, and useful Christian character, who will resist, and rise above, the degrading influences about him and lead a godly and all-around desirable and useful life.

In our Christian education this is well possible because of the regeneration of the children and the indwelling and power of the Holy Ghost. Through a saving faith in Jesus Christ, which is not a dead, inert quality or possession, but a lively, active thing, our children have been faced about, back to their God and their lost estate of perfect righteousness and holiness, and their soul and spirit has been made willing to follow the leadership of God's representatives toward the higher, better, and God-pleasing things in life. In all this the Holy Spirit, through the means of grace, is the generative and executive Power, and we are only the mouthpieces and agents of the Holy Spirit. Hence success is assured and, wherever lacking, may be called down from Heaven in prayer.

But in addition to being well possible in our Christian education, training is also all the more necessary because of the much

higher ideals to be attained. Our education goes far beyond that of the world, and we must not complacently suppose that any kind of teaching will do and that the rest may be left to the Holy Ghost. It is unreservedly true that we cannot take the place of the Holy Ghost in any part of the work which the Scriptures ascribe to Him alone; yet the very Holy Ghost has called us through the Christian congregations to be His proxies and mouthpieces in all the work which the Scriptures prescribe for *us*. For shining examples of how we are to represent the Holy Ghost witness the prophets and apostles in their manner of teaching. Read Luther and Walther and see how they went about it. Think also for yourself and try to realize what a great mission you as a teacher have and how much greater this mission is because of the very high aims and ideals of the education in which you are engaged.

No one who reads this EDUCATIONAL GUIDE or tries to work according to it can fail to see that throughout it is founded on the principles here specially set forth. Its very name implies that. Let no one look upon it merely as a catalog of properly apportioned subject-material, of which various types of schools are to assume their just share, but rather as a guide in using suitable subject-material in the Christian training of children. In this sense a course of study, interspersed and borne along as is this one by pedagogically and Biblically sound directions, becomes a valuable and coveted possession of a school or a District and a great aid to the experienced as well as to the inexperienced teacher. The compilers and revisers of the EDUCATIONAL GUIDE, the teachers, the schools, and the Texas District itself deserve to be congratulated on the undertaking. A conscientious use and general adoption of it are bound to be of incalculable benefit to the school system of the District and to schools beyond its borders. May the Lord ever accompany the course with His gracious blessing!

A. C. STELLHORN, *Secretary of Schools.*

Forest Park, Ill., February 27, 1930.

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I. RELIGION

A. Religious Instruction in General

1. The Importance

We maintain our Lutheran elementary schools chiefly for the purpose of teaching religion. We believe that through religious instruction in the fundamental principles of the Christian religion during the scholastic age of the child is absolutely essential for developing the child's character. This conviction is shared by prominent men outside of our circles. (See quotations on p. 107.)

Religion is *the most important* of all the subjects taught in our schools. It is the rock-bed foundation upon which the education of the child and the molding of his character must be built. It is the key to all real success in a Christian school. Let us safeguard this foundation. Let the spirit of religion permeate our whole school-work. Then our schools will function and flourish as the nurseries of our Church.

The teacher who does not strive faithfully to carry out the religious part of the curriculum builds on sand. No matter how much enthusiasm and talent he may display otherwise, in a Lutheran school he is a failure.

2. The Object

The object of religious instruction in school is to guide and assist the children in the study of the Word of God that through the gracious working of the Holy Spirit they may come to Christ and remain with Him, lead a Christian life, and in the end inherit eternal salvation.

3. The Real Teacher

The Holy Spirit is and remains the real Teacher and the Word of God His means. The teacher is only His instrument. But even as such he faces a great responsibility. On account of his sinful, depraved nature he does not fully realize the responsibility of the work he is to perform during the period of religion. Every word and act not in harmony with the Christian spirit must be scrupulously avoided. The lesson must be prepared prayerfully and presented in childlike simplicity. The period should be used conscientiously. The teacher should never fail to pray for himself and for the children.

4. Follow Christ's Example

In guiding pupils to study their lesson, the teacher should not *compel* them by threats and the employment of force, but rather *induce* them by way of encouragement and admonition. Christ, the greatest Teacher of all times, never compelled any one to hear and learn His Word. He untiringly invited, admonished, and entreated

the people to come to Him, but He did not *force* them to come. This is the example to follow in leading pupils to study the various religious lessons.

5. The Language

Schools attended by pupils who understand the German language better than the English should use the German language alongside of the English as a medium of instruction. However, English is to be used right from the start in order that pupils may be enabled to confess their Savior and to give an account of their faith in the language of the country.

B. Daily Devotion

1. An Act of Worship

The daily devotion at the opening of school in the morning is a very important part of the day's activity in the schoolroom. It is therefore our sacred duty to make it what the word signifies — an act of worship. The teacher and the pupils must direct not only their words, but also their hearts to God. The teacher's good example will do much to make the devotion what it ought to be.

2. Take Your Time

There should be no haste in conducting devotions. Pupils should never gain the impression that "time is money" when they concern themselves with the worship of God.

3. Order of Devotion

In order to acquire greater uniformity, the following order is suggested: —

a. Singing a hymn.
b. Reading a portion from the Bible.
c. Reciting the Apostles' Creed.
d. Praying Luther's Morning Prayer or a special prayer or both.

4. Special Prayers

a. In one-teacher schools and in the upper grades of schools with more than one teacher the following special prayer may be spoken in unison: —

Dear heavenly Father, we thank Thee for the privilege of attending a school where Thy precious Word is taught. Here Thou dost grant us most graciously to grow in knowledge pertaining both to this life and to that which it to come. At the opening of another day we pray Thee to grant us the gift of Thy Holy Spirit that He may guide and lead us in our studies. Bless our teacher (teachers) with wisdom and ability and patience. Bless our pastor and people that both the congregation and the school may prosper and flourish. Grant that we (and all the pupils who attend here) may increase in

wisdom and stature and in favor with God and man. We ask it for Jesus' sake. Amen.

Where devotion is held in German, the following prayer may be used: —

Lieber himmlischer Vater, in deinem Namen wollen wir den heutigen Schultag anfangen. Wir danken dir, dass wir ihn in einer christlichen Schule zubringen duerfen, in welcher dein Wort gelehrt wird. Schenke uns deinen Heiligen Geist, damit wir diesen grossen Segen immer besser erkennen, in unserer Arbeit die rechte Treue und den rechten Fleiss beweisen, ja immer mehr zunehmen an Weisheit, Alter und Gnade bei Gott und den Menschen. Erhoere uns um Jesu Christi willen. Amen.

b. **Special Prayer for Intermediate Grades**

Dear heavenly Father, hear us,
Watch o'er us through the day,
In all we do be near us.
For others, too, we pray;
To Thee we would commend them,
Our church, our school, our land,
Direct them and defend them
When dangers are at hand.
(*Ev. Luth. Hymn-book*, No. 21, 2.)

German: Im Namen Gottes fang' ich an;
Mir helfe Gott, der helfen kann!
So Gott mir hilft, wird alles leicht;
So Gott nicht hilft, wird nichts erreicht.
Drum ist das Beste, was ich kann:
Im Namen Gottes fang' ich an.

c. **Special Prayer for Primary Grades**

O help me, Lord, this day to be
Thy own dear child and follow Thee;
And lead me, Savior, by Thy hand
Until I reach the heavenly land. Amen.

German: Das walte Gott, der helfen kann!
Mit Gott fang' ich die Arbeit an,
Mit Gott es gehet gluecklich fort;
Drum ist auch dies mein erstes Wort:
Das walte Gott!

5. Suggestions

a. If three or four stanzas of a hymn are sung and ten to fifteen verses from the Bible are read, it will take about ten minutes to conduct the devotion. (See Daily Recitation Plan.)

b. The hymn should correlate with the text read from the Bible or with the religious lesson that follows. The season of the church-year should also be taken into account. (Cf. Simon's *Hilfsbuch zur Biblischen Geschichte* for hymns that correlate with Bible histories.)

c. See section on *Bible Reading* for the text to be read in devotion.

d. Occasionally (in time of war, great drought, epidemic, etc.) read a suitable prayer from a book of devotion.

e. Schools in a community where the children understand German better than English may conduct the devotion one week in German, the other in English.

f. The teacher and the pupils should assemble in the schoolroom at least five minutes before the time of opening and get ready for the devotion and the work following. Pupils who have a Bible should find the Bible-text before devotion begins.

g. Guard against mere "opening exercises." Make the daily devotion truly devotional.

h. Insist that every pupil be present also for all prayers.

i. The daily session may be closed with a hymn and the Lord's Prayer. The teacher may add: "The grace of the Lord Jesus Christ and the love of God and the communion of the Holy Ghost be with you all. Amen." (2 Cor. 13, 14.)

C. Private or Home Worship

Training in worship must begin at home. Parents are responsible first and foremost. Hence private or home worship should be observed in every home.

The teacher should recognize his responsibility and lend his influence toward establishing home worship.

He should —

1. Have home worship in his own home (1 Tim. 3, 5);

2. Impress the necessity of home worship when teaching the Third Commandment and the morning and evening prayers;

3. Guide the pupils regularly to read the Gospel- and Epistle-lessons for Sundays and church festivals as a preparation for divine services.

D. Bible Reading

(Grades 5 to 7.)

We should distinguish between *devotional* and *cursory* reading of the Bible.

Devotional Bible-reading is *an act of worship* and should therefore be combined with the devotional exercises at the opening of school in the morning. Cursory Bible-reading is a *study* to train the pupil to read the holy text correctly and profitably.

Devotional reading of the Bible must be a daily act; cursory reading need not be.

Devotional reading must not be drawn out longer than about five minutes. Cursory reading may be of longer duration. During such reading the teacher may enter more thoroughly into the text.

Devotional reading is done by the teacher, cursory reading by the pupils of the upper grades.

1. What to Read

a. Devotional Reading

Such portions of the Bible should be selected for devotional reading as conform to the religious lesson that follows. (Cf. Simon's *Hilfsbuch zur Biblischen Geschichte.*)

The season of the church-year may also be observed. Furthermore, the Epistle- and the Gospel-lessons of the more important holidays not observed by the congregation may be read. In this way the pupils will at least learn something about these holidays.

b. Cursory Reading

The pupil should read and understand the Scriptures as a connected whole. He should therefore be led to read the Bible systematically. For this reason certain books and divisions should be read in their entirety and in their order. The four gospels, the Acts, Genesis, and the first twenty chapters of Exodus should take first rank.

2. Suggestions

a. Impress upon the pupils that the Bible is God's holy Word, showing us the way to eternal life.

b. Make clear the scope and content of any book before reading it.

c. Explain words and phrases not understood by the pupils.

d. Handle discreetly portions of the Bible treating of sins against the Sixth Commandment, but do not omit them entirely.

e. Devote two periods each week to cursory Bible-reading. If necessary, one period may replace a regular reading-lesson.

f. Each pupil of Grades 5—7 should have his own Bible.

E. Bible-Study

Since the Bible deals with matters that pertain to our temporal and eternal welfare, pupils should be acquainted at least with such features of its history and external form as are necessary for a better understanding of the contents. This may be done best in connection with cursory reading of the Bible. Ten to fifteen minutes each week will suffice to cover in one year the material outlined below.

The lessons for the third and fourth months are recommended for study immediately before and during the Advent season and the first lesson for the seventh month for study during Lent.

FIRST MONTH

FIRST LESSON

Recite the order of books from Genesis to Deuteronomy.

1. Names

a. *Bible.* The word Bible is of Greek origin, signifying *books.* The Bible is a collection of 66 books and booklets. In these 66 books we find history, law, prophecies, promises, prayers, poetry, etc.

b. *The Word of God* (Heb. 4, 12), because it is God's Word to man.

c. *Holy Writ, the Scripture* (John 7, 38), *the Scriptures* (John 5, 39), because it is the Word of God in written form.

d. *The Law and the Prophets* (Luke 16, 16. 29). This name is applied only to the Old Testament.

e. *The Gospel of Jesus Christ* (Mark 1, 1), applied only to the New Testament.

NOTE. — Have pupils look up all Scriptural references also at home.

SECOND LESSON

Recite the order of books from Joshua to Ruth.

2. The Author

The Holy Spirit, the real Author of the Bible, revealed God's Word through human writers, prophets, evangelists, and apostles. There were about forty of them from various stations of life — kings, soldiers, priests, scribes, shepherds, farmers, fishermen, a publican, a physician, and a Pharisee. Though it was 1,600 years in the making, the Bible is a perfect unit in content and purpose. This is one of the greatest miracles in history.

3. Inspiration

Inspiration means a breathing into. The prophets, evangelists, and apostles were inspired to write, 2 Pet. 1, 21; they received *what* they should write and *how* they should write, 1 Cor. 2, 13. *"All* Scripture is given by inspiration of God," 2 Tim. 3, 16. (Verbal inspiration.) The many "modern" ministers and teachers who deny verbal inspiration plainly contradict the Bible. "Thus saith the Lord," or similar words, occur more than 2,000 times in the Bible.

THIRD LESSON

Recite the order of books from First Samuel to Second Chronicles.

4. Contents of the Bible

The Bible *is* (not "contains") God's Word. Jesus Christ is the one great theme of the Bible, Acts 10, 43; John 5, 39. The two chief doctrines are the Law and the Gospel. The portions in which God tells us how we should be, what we should do, and what we should not do, are Law, Lev. 19, 2; Micah 6, 8. The portions in which God conveys to us the glad tidings of the grace of God in Christ Jesus are Gospel, John 3, 16; Luke 2, 10. 11.

5. General Division

a. The Old Testament comprises all books of the Bible written before the birth of Christ.

b. The New Testament comprises the books written after the birth of Christ.

FOURTH LESSON

Recite the order of books from Ezra to Esther.

Review

Review the three preceding lessons.

SECOND MONTH

FIRST LESSON

Recite the order of books from Genesis to Esther.

6. Division of the Old Testament

The old Testament contains 39 books, grouped as follows: —

a. *Historical Books,* Genesis to Esther, 17 books.

b. *Poetical Books,* Job to Song of Solomon, 5 books.

c. *Prophetical Books,* including Lamentations, Isaiah to Malachi, 17 books.

SECOND LESSON

Recite the order of books from Job to Song of Solomon.

a. The Historical Books

The first five books, the five books of Moses, are called the *Pentateuch* (five books).

(1) *Genesis* means origin, or beginning. The book sets forth the beginning of —

(a) The world;

(b) Sin;

(c) Messianic prophecies;

(d) God's chosen people.

(2) *Exodus* means going out and refers to Israel's going out of Egypt.

(3) *Leviticus* is called thus because the contents pertain chiefly to the official duties of the Levites and priests.

(4) *Numbers* is called thus because two numberings of the Israelites are recorded in this book.

(5) *Deuteronomy* means repetition, or second giving, of the Law.

Remember Where It is Written

First Messianic Prophecy .....Gen. 3, 15
Ten Commandments .....Ex. 20, 1—17
Aaronitic Benediction .....Num. 6, 24—26

THIRD LESSON

Recite the order of books from Isaiah to Daniel.

b. Poetical Books

(1) *Job.* This book teaches patience in, and final triumph over, adversities. It is a sublime literary masterpiece.

(2) *The Book of Psalms.* This book is also called *The Psalter.* It is the Church's great prayer-book. Many of our church hymns are

based on psalms. The word "Selah" occurs 71 times in the psalms and 3 times in Habakkuk. Its meaning cannot be definitely determined. Some think that it is a musical notation, indicating a pause. Luther and others believe that it indicates repetition. David, "the Psalmist," wrote most of the psalms.

(3) *Proverbs.* A book of practical wisdom.

(4) *Ecclesiastes* means "preacher." This book shows the vanity of all earthly things.

(5) *Song of Solomon.* The greatest of all songs. Therefore the German title *Hohelied.*

Remember Where It is Written

Job's Faith in the Resurrection .Job 19, 25—27
Seven Penitential Psalms .....6—32—38—51—102—130—143
A Few Favorite Psalms .....1—23—46—86—103—121
Luther's Favorite Psalm .....118 (Some say: 117, "The Shortest Psalm")

c. Prophetical Books

Isaiah, Jeremiah, Ezekiel, and Daniel are called the *Four Major Prophets* on account of the length of their writings as compared with the writings of the other prophets, Hosea to Malachi, who are known as the *Twelve Minor Prophets.*

Isaiah is sometimes called the Evangelist of the Old Testament on account of his many and clear prophecies concerning Christ, the most remarkable of which is found in the entire fifty-third chapter.

Jeremiah is sometimes called the weeping prophet. His second book is called Lamentations (a poetical book).

FOURTH LESSON

Recite the order of books from Hosea to Obadiah.

Review

Review the three preceding lessons.

THIRD AND FOURTH MONTHS

NOTE. — The following five lessons, Messianic prophecies, should be taken before Christmas. Where the school-year begins in October, some or all of the lessons given for the second month may be temporarily deferred, or the two review lessons for first and second months may be omitted.

FIRST LESSON

Recite the order of books from Jonah to Habakkuk.

7. Messianic Prophecies

Messianic prophecies, "the Gospel of the Old Testament," are Bible-passages in which God promises that He will send a Savior. People who believed these prophecies were saved by grace, through faith in the promised Savior.

a. Genesis 3, 15

The devil's seed is the devil and his kingdom, Eph. 6, 12; 1 John 3, 8a; John 8, 44. The woman's Seed is the Messiah, Jesus, the Son of God, Gal. 4, 4. — "It shall bruise thy head," destroy the devil's power and control over man. 1 John 3, 8b; Rom. 16, 20. "Thou shalt bruise His heel," inflict a mortal wound upon Christ. (Crucifixion, Matt. 27, 50; Luke 23, 46.) Through His resurrection, Christ showed that He had bruised the devil's head, *i. e.,* destroyed his power and accomplished the redemption of mankind. Rom. 1, 4; John 11, 25. 26.

SECOND LESSON

Recite the order of books from Zephaniah to Malachi.

b. Genesis 12, 3

Abram, to whom God spoke these words, was a descendant of Shem, a Hebrew, Gen. 14, 13. The Messiah was to be a descendant of Abram, and in Him all people were to be blessed. Matt. 1, 1; 8, 11; Acts 3, 25.

c. Genesis 18, 18

God changed Abram's name to Abraham. Having renamed him, He also renewed the prophecy. Abram means "exalted father"; Abraham, "father of a multitude." The change of name was to be a seal and a constant reminder of the divine promise. Gen. 17, 5.

Many passages of the New Testament emphasize the fact that Christ redeemed *all* people, *e. g.,* Matt. 18, 11; John 1, 29; 1 John 2, 2. God gave the same assurance to the people of the Old Testament. See Gen. 12, 3; 18, 18; 22, 18; 26, 4; 28, 14.

THIRD LESSON

Recite the order of books from Isaiah to Malachi. (Review.)

d. Deuteronomy 18, 15 — Christ Our Prophet

As our Prophet, Christ revealed Himself by word and deed as the Son of God and Redeemer of the world, Matt. 17, 5; John 1, 18. He still does this by the preaching of the Gospel through His messengers on earth, Luke 10, 16.

e. Ps. 110, 4 (Heb. 5, 6; 7, 1—3) — Christ Our High Priest

As our High Priest, Christ in our stead fulfilled the Law, Heb. 7, 26. 27, sacrificed Himself for us, 1 Pet. 2, 24, and still intercedes for us with His heavenly Father, 1 John 2, 1. 2.

FOURTH LESSON

Recite the order of books from Genesis to the Song of Solomon.

f. Zech. 9, 9 (John 18, 37) — Christ Our King

As our King, Christ rules mightily over all creatures, Matt. 28, 18, especially governs and protects His Church, Matt. 21, 5, and finally leads it to glory, 2 Tim. 4, 18.

g. 2 Samuel 7, 12—16 — Lineage of Christ

Christ was a descendant of David, Matt. 1, 1.

h. Genesis 49, 10. — Time of Christ's Birth

Christ, Shiloh, Peace-bringer, was born when the scepter, *i. e.*, the government, had departed from Judah and Herod, a stranger, had become king, Matt. 2, 1.

FIFTH LESSON

Recite the order of books of the Old Testament.

i. Isaiah 7, 14 — Christ's Birth a Miraculous Birth

Christ, the Son of God, was born of a virgin, Luke 1, 31—33, 35; 2, 4—7.

j. Isaiah 9, 6. — The Wonderful

"Child is born" — Christ true man, 1 Tim. 2, 5. "Government," "Counselor," etc. — Christ true God, 1 John 5, 20; Rom. 9, 5. Hence Christ "the Wonderful."

k. Micah 5, 2 — Christ's Birthplace

Christ is born in Bethlehem, Luke 2.

l. Malachi 3, 1 (Matt. 11, 10) — The Forerunner of Christ

John the Baptist, Christ's forerunner, Luke 1, 13. 63. 76, prepared the way before the Lord by preaching the Law, Luke 3, 7—9, and the Gospel, John 1, 29, and by baptizing, Matt. 3, 6.

Remember Where It is Written

Christ the Prophet ..... Deut. 18, 15
Christ the Priest ..... Ps. 110, 4
Christ the King ..... Zech. 9, 9
Christ's Mother ..... Is. 7, 14
Christ's Birthplace ..... Micah 5, 2
Christ's Forerunner ..... Mal. 3, 1

FIFTH MONTH

FIRST LESSON (After Christmas)

Recite by groups the order of books of the Old Testament.

Review

Review briefly the lessons of the first and second months.

SECOND LESSON

Recite again the order of books of the Old Testament.

Review Continued

Review briefly the lessons of the third and fourth months.

THIRD LESSON

Recite the order of books of the New Testament from Matthew to Acts.

8. Old and New Testament Periods

The time covered by the Old Testament comprises about 4,000 years, more exactly, from the creation of the world to about 400 B. C. The inspired writers give no account of the interval, 400 B. C. to the birth of Christ.

The time covered by the New Testament comprises about 90 years.

The 4,000 years before Christ plus the number of years since Christ show us the age of the world. The wild guesses of evolutionists that the world is millions of years old are anti-Biblical.

FOURTH LESSON

Recite the order of books from Matthew to Acts again and proceed to Second Corinthians.

9. The Canon

Canon means *rule,* rule of faith and life. In the canonical books of the Bible we have the inspired Word of God. The books in the Old Testament from Genesis to Malachi are canonical. All books of the New Testament are canonical. The canonical books taken together are called the Canon, or Canon of Scripture.

10. Apocrypha

In some of our German Bibles we find 14 books between the Old and the New Testament not written by inspiration of God. They are called Apocrypha, "hidden books," because they are not in the canonical Hebrew Scripture and were not publicly read in the synagogs. Though profitable to read, they are not of equal value with the canonical books. They contain statements contrary to sound doctrine.

SIXTH MONTH

FIRST LESSON

Recite the order of books from Galatians to Colossians. — *Memory Help:* a-e-i-o: *Gal*atians, *E*phesians, *Phil*ippians, *Col*ossians.

Review

Review the last two lessons.

SECOND LESSON

Recite the order of books from Galatians to Colossians again and proceed to Second Timothy.

11. Language and Translations

The Old Testament was originally written in Hebrew, except a few passages, which were written in Aramaic, and the New Testament in Greek. In the third century before Christ the Old Testament was translated into Greek. This version is called Septuagint (*Septuaginta*), meaning seventy, *viz.,* translators.

12. King James, or Authorized, Version

In 1604 King James I appointed 47 learned men to make a new English translation. This version, completed in 1611, is called the King James, or Authorized, Version.

NOTE. — Pupils should be warned not to get modern English translations, or versions, of the Bible.

13. Martin Luther's Translation

Probably *the most popular* version of the entire Bible is Martin Luther's translation into German. It was used extensively by the authors of the King James Version.

THIRD LESSON

Recite the order of books from First Thessalonians to Second Timothy again and proceed to the Epistle of James.

14. Parallel Passages

Parallel passages express the same thought or treat of the same subject. To get the correct understanding of various passages, it is necessary to compare Scripture with Scripture. The Bible is its own commentary. Difficult passages must be explained in the light of clearer ones, and truths that are stated briefly in one book are treated more fully in another.

In the English Bible, parallel passages are usually given in the margins. In the German Bible they are indicated by asterisks (*), *Sachparallelen,* and daggers (†), *Wortparallelen.*

NOTE. — Devote the rest of this lesson to practise in finding given passages and comparing parallel passages.

FOURTH LESSON

Recite the order of books from Titus to the Epistle of James again and proceed to Revelation.

Review

Review the last two lessons.

SEVENTH MONTH

FIRST LESSON

Recite the order of books from Matthew to Second Corinthians.

15. Prophecies and Fulfilments Concerning Christ

(Suggested to be taken during Lent.)

NOTE. — The passages of this and the following lesson are not to be memorized, but merely to be read and compared. (See note under "Parallel Passages," on this page.)

Prophecies		*Fulfilments*
Ps. 22, 1. 6. 8, *et al.*	His Suffering	Matt. 27, 46
Ps. 35, 11	His Unjust Trial	Matt. 26, 59
Ps. 22, 15	His Death	Mark 15, 37
Is. 53, 9	His Grave	Matt. 27, 57—60
Ps. 16, 10	His Resurrection	Luke 24, 5—7
Ps. 68, 18	His Ascension	Acts 1, 2—9

SECOND LESSON

Recite the order of books from Galatians to Philemon.

16. Prophecies Concerning Christ Yet to be Fulfilled

Old Testament		*New Testament*
Is. 66, 15	His Second Coming	Matt. 25, 31
Job 19, 25—27	His Raising of the Dead	John 5, 21
Is. 11, 3. 4	His Judgment of All Men	John 5, 27
Dan. 12, 2. 3	His Final Award	Matt. 25, 46

THIRD LESSON

Recite the order of books from the Epistle to the Hebrews to Revelation.

17. The New Testament Period

The New Testament period extends from the birth of Christ to about 90 A. D.: 1) from 1 to 33 A. D., covering the *life and work of Christ;* 2) from 33 to 90 A. D., covering the *founding of the Christian Church.*

18. Divisions of the New Testament Books

There are 27 books, grouped as follows: —

a. Historical Books ....Matthew to Acts (5)
b. Doctrinal Books .... Epistle to the Romans to Jude (21)
c. Prophetical Book ... Revelation (1)

FOURTH LESSON

Recite the order of books from Matthew to Revelation.

a. The Four Gospels and The Acts

There is only *one* Gospel. But we have four accounts of the Gospel by the four evangelists. We therefore correctly say: The Gospel *according to* St. Matthew, *according to* St. Mark, etc.

(1) *St. Matthew*

St. Matthew, one of the Twelve, had been a publican, named Levi, and had lived at the Sea of Tiberias, Matt. 9, 9; Mark 2, 14; Luke 5, 27.

Remember Where It is Written

The Sermon on the Mount ..... Matt. 5—7
The Beatitudes of Jesus ..... Matt. 5, 3—11
The Lord's Prayer ..... Matt. 6, 9—13
Grades of Admonition ..... Matt. 18, 15—17

EIGHTH MONTH

FIRST LESSON

Recite the order of books from Genesis to Esther

(2) *St. Mark*

St. Mark, not one of the Twelve, was a companion of St. Paul and St. Peter on some of their missionary journeys.

(3) *St. Luke*

St. Luke, not one of the Twelve, accompanied St. Paul on his second and third missionary journeys. He was a physician, Col. 4, 14.

(4) *St. John*

St. John, "the disciple whom Jesus loved," lived to a ripe old age and was perhaps the only one of the apostles who died a natural death.

(5) *The Acts*

The Acts were written by St. Luke and are the continuation of his gospel, Luke 1, 1—4; Acts 1, 1. 2.

SECOND LESSON

Recite the order of books from Job to Malachi.

b. The Doctrinal Books of the New Testament

In the epistles, or letters, written by the apostles, the doctrines of the Christian Church are set forth, explained, and defended.

St. Paul wrote 13 of the 21 epistles. They are known as the Pauline epistles.

c. The Prophetical Book

Revelation is the only prophetical book of the New Testament. It was written by St. John, the writer of the fourth gospel and of the three epistles that bear his name.

Revelation is the English for the Greek term Apocalypse, meaning unveiling. The book is a revelation of facts and conditions pertaining to the history of the Church, her trials and tribulations as well as her victories, from the time of the writer to the second coming of Christ. On account of its prophetic character and symbolical visions the book is difficult to understand.

THIRD LESSON

Recite all the books of the Bible.

Review

Review the last four lessons.

NINTH MONTH

FIRST LESSON

Read and discuss briefly *Matt. 24: Signs of the Coming Judgment.*

SECOND LESSON

Read and discuss briefly —

Selections of New Testament Poetry

Luke 1, 42—45 .....The Beatitudes of Elisabeth
Luke 1, 46—55 .....The Magnificat of Mary
Luke 1, 68—79 .....The Benedictus of Zacharias
Luke 2, 14 .....The *Gloria in Excelsis* of the Angels
Luke 2, 29—32 .....The *Nunc Dimittis* of Simeon
1 Cor. 13..... Psalm of Christian Love

St. Luke's gospel contains almost all the poetry of the New Testament.

THIRD LESSON

Read and discuss the following —

Prophecies

2 Thess. 2, 3—12 .....The Antichrist Foretold
Rev. 14, 6. 7 .....Luther's Reformation Foretold
(Motto of *Der Lutheraner*)

FOURTH LESSON

Read and discuss briefly —

Rev. 21, 10 to 22, 5...Description of the Heavenly Jerusalem

NOTE. — Where the school term consists of less than nine months, the lessons for the ninth month or the first two lessons of the seventh month, and as many of the review lessons as necessary may be omitted.

Remember Where It is Written

Antichrist Foretold .....2 Thess. 2, 3—12
Luther's Reformation Foretold .....Rev. 14, 6. 7
The Heavenly Jerusalem .....Rev. 21, 10 to 22, 5

F. Memorizing

NOTE. — Assuming that the pupil attends school seven years and that he does not receive instruction for confirmation until he has entered the seventh grade, the assignments are so arranged that the prayers, hymns, proof-texts, the Chief Parts, the Table of Duties, and the Christian Questians are memorized at the completion of the sixth grade.

1. The Aim

To commit to memory prayers, the Chief Parts of the Christian doctrine, Bible-passages, and hymns and thus to store the memory of the child with those needs that are vital for the spiritual development of a Christian.

2. Suggestions

a. To be of permanent value, the subject-matter must be *thoroughly studied, systematically reviewed,* and *used wherever opportunity permits.*

b. Insist that pupils recite slowly, distinctly, and with expression. Guard against "singsong," "mechanical" recitation.

c. If there is not sufficient time to have each pupil recite the whole lesson, require that at least a few sentences of each lesson be recited.

d. With the beginning of the third grade each pupil should have his own text-book. In the first and second grades drill the memory work orally.

e. Guide the pupils of the first and second grades to get their lesson by —

(1) Repeating in unison the parts to be studied at least three or four times slowly, distinctly, and reverently;

(2) Repeating this when the lesson comes up for recitation;

(3) Having pupils of the upper grades recite their lesson first. During this time pupils of the first and second grades should pay close attention. They will learn by hearing;

(4) Having the more gifted ones recite first. Thus the less gifted will have the advantage of such additional recitation.

f. Never assign a new lesson without explaining difficult words and phrases. The explanations must be short, clear, and to the point.

g. A pupil not promoted in secular subjects should not be kept back in his religious studies on that account; otherwise he will not have advanced sufficiently when he takes up instruction for confirmation.

h. The memory lesson should follow the devotional exercises. The pupil's mind will then be free for the Bible History or Catechism lesson. (See Daily Recitation Plan.)

F. 1. Prayers

1. Suggestions

a. The teacher may select suitable prayers for his pupils from those listed for the various grades.

b. The prayers contained in the Catechism and also a few stanzas of hymns generally used as prayers are here omitted because they are studied in connection with Chief Parts and Hymns.

c. The prayers selected should be studied and recited during the first weeks or months of each school-year.

d. Teach pupils to make their own simple prayers.

FIRST GRADE

Morning: O help me, Lord, this day to be, etc. (See page 13.)

Evening: Now I lay me down to sleep, etc.

Before Meat: Abba, Father, bless my food. Amen.

After Meat:

Our God we thank
For meat and drink
Through Jesus Christ. Amen.

On Entering Church: Create in me a clean heart, O God. Amen.

Before Leaving Church: Bless the Lord, O my soul, and forget not all His benefits. Amen.

For All Occasions: The Lord's Prayer.

Morgens: Das walte Gott, der helfen kann. (See page 13.)

Abends: Muede bin ich, geh' zur Ruh'. *Liederperlen,* Nr. 55, Anhang. (Die ersten zwei Strophen.)

Vor Tisch: Abba, lieber Vater! Amen.

Nach Tisch:

Gott, dir sei Dank
Fuer Speis und Trank
Durch Jesum Christum. Amen.

Vor Beginn des Gottesdienstes: Schaffe in mir, Gott, ein reines Herz. Amen.

Zum Schluss des Gottesdienstes: Lobe den Herrn, meine Seele, und vergiss nicht, was er dir Gutes getan hat! Amen.

Allgemein:

Ich bin klein,
Mein Herz mach' rein,
Soll niemand drin wohnen als Jesus allein. Amen.

Lieber Gott, mach' mich fromm,
Dass ich zu dir in Himmel komm'! Amen.

Vaterunser.

SECOND GRADE

The same as first grade and the following: —

General, Especially Evening: I fall asleep in Jesus' wounds, etc. Hymn 545, 1. (375, 1.) Number in parentheses refers to *A. L. P. B. Hymn-book.*

Allgemein, besonders abends: —

Herr Jesu, dir leb' ich; Herr Jesu, dir sterb' ich;
Herr Jesu, dein bin ich tot und lebendig.
Mache mich selig! Amen.

In Christi Wunden schlaf' ich ein. Lied Nr. 412, 1.

THIRD GRADE

The same as Grades 1 and 2 and the following: —

Morning:

Now I awake and see the light;
Lord, Thou hast kept me through the night.
To Thee I lift my voice and pray
That thou wilt keep me through the day.
If I should die before 'tis done,
O God, accept me through Thy Son. Amen.
(*Sunday-school Hymnal*, p. 42.)

Evening:

At the close of every day,
Lord, to Thee I kneel and pray.
Look upon Thy little child,
Look in love and mercy mild.
O forgive and wash away
All my naughtiness this day
And both when I sleep and wake,
Bless me for my Savior's sake. Amen.
(*Sunday-school Hymnal*, p. 43.)

Before Meat: Come, Lord Jesus, be our Guest
And let Thy gifts to us be blest. Amen.

After Meat: We thank Thee, Lord, for all the food,
For life, and health, and every good. Amen.

FOURTH GRADE

The same as Grades 1 to 3 and the following: —

Morning (in school): Dear heavenly Father, hear us, etc. (See p. 13.)

Morgens (in der Schule): Im Namen Gottes fang' ich an usw. (See p. 13.)

FIFTH GRADE

The same as Grades 1 to 4 and the following: —

On Entering Church: Lord, open Thou my heart to hear, etc. Hymn 2, 1. (8, 1.)

Or:

Lord, Jesus, bless the pastor's word
And bless my hearing, too,
That after all is said and heard,
I may believe and do. Amen.

Before Leaving Church: Let our going out be blest, etc. Hymn 10, 3. (11, 3.)

Or:

On what has now been sown
Thy blessing, Lord, bestow;
The power is Thine alone
To make is spring and grow. Amen.

Vor Tisch: Speis' uns, o Gott, deine Kinder usw. Lied Nr. 308.

Nach Tisch: Wir danken Gott fuer seine Gab'n usw. Lied Nr. 310.

Vor Beginn des Gottesdienstes: Herr, oeffne mir die Herzenstuer usw. Lied Nr. 5, 1.

Oder:

O Gott, lass diesen Gottesdienst gereichen zu deiner Ehre, zum Heil meiner Seele, zur Erbauung meines Naechsten. Amen.

Zum Schluss des Gottesdienstes: Unsern Ausgang segne Gott usw. Lied Nr. 9, 3.

Oder:

Mein Gott, ich habe dein Wort gehoert; hilf mir es bewahren und danach tun, dass ich dir diene, wo ich gehe und stehe, und ewig deinen Namen preise. Amen.

SIXTH AND SEVENTH GRADES

The same as Grades 1 to 5 and the following: —

Morning (in school): Dear heavenly Father, etc. (See p. 12.)

After Receiving Communion: Dearest Lord Jesus, I thank Thee from the depth of my soul that Thou hast granted unto me the assurance of forgiveness and hast sealed this within my heart by Thy body and blood, given me in the Sacrament. I pray Thee to work within me ever greater gratitude for this gracious blessing. Grant that my faith may be truly strengthened and that my love to Thee and to my fellow-men may increase. Let me abide with Thee until I may be permitted to be a guest at Thy feast in heaven. Grant it for Thy name's sake. Amen.

Morgens (in der Schule): Lieber himmlischer Vater usw. (S. 13.)

Nach Genuss des heiligen Abendmahls: Gnaediger Gott und Vater, ich sage dir von Herzen Lob und Dank, dass du mir abermals meine Suenden vergeben und zur Versicherung solcher Vergebung mich mit dem wahren Leib und Blut meines Heilandes gestaerkt hast. Schenke mir deinen Heiligen Geist, dass ich vor Suenden bewahrt, im Glauben erhalten und einst ewig selig werden moege. Erhoere mich um Christi willen. Amen.

F. 2. Chief Parts

1. Suggestions

a. Two periods a week should be devoted to the recitation of the Chief Parts. (See Daily Recitation Plan.)

b. Where German is still necessary, devote one period to the recitation of the lesson in German and the next period to the recitation of the same lesson in English. Use that language first which is more familiar to the pupils.

c. Since the Table of Duties and the Christian Questions are rather difficult, they should be studied only in that language in which the pupil will be confirmed.

d. The Six Chief Parts may be recited in unison every week (one Chief Part a day, on Thursdays or Fridays two), so that the pupils will learn them thoroughly and remember them throughout their lives. Pupils of the lower grades may read those parts which they have not memorized. Pupils studying the Chief Parts in both languages may alternate, reciting one week in German and the next in English. This concert recitation should not be crowded into the religious period, but taken separately, possibly immediately after the noon-hour. A good way of conducting this recitation is to let one of the older pupils ask the questions.

e. Experience has shown that the average pupil can memorize the material as listed for the various grades in both languages without great exertion.

f. Seventh-grade pupils may memorize certain portions of the Bible. These selections will then take the place of the Chief Parts during the regular recitation period.

2. Grade Distribution of the Chief Parts

First Grade:	Text of First to Fourth Chief Parts.
Second Grade:	Text of Fifth and Sixth Chief Parts. Text and Explanation of First Chief Part.
Third Grade:	Text and explanation of Second and Third Chief Parts.
Fourth Grade:	Text and explanation of Fourth to Sixth Chief Parts.
Fifth Grade:	Luther's Morning and Evening Prayers. Prayers Before and After Meal (in Catechism). Review Six Chief Parts.
Sixth Grade:	Table of Duties and Christian Questions (in one language). Review everything studied.
Seventh Grade:	Bible Selections. (See section on "Bible Selections.")

3. Lesson Divisions

a. Remarks

(1) The assignments are so arranged that the material is mastered in about eight months. The ninth month is reserved for general review or for retrieving time.

(2) It was necessary to make the lessons in the second list longer and the reviews fewer, because the subject-matter in the two lists is the same for each grade.

FIRST GRADE

Text of First and Fourth Chief Parts

(A) For One-Language Classes

COMMANDMENTS

Lesson	*Commandment*	*Lesson*	*Commandment*	*Lesson*	*Commandment*
1	1	8	1—4	15	5—8
2	2	9	5	16	9
3	1, 2	10	6	17	10
4	3	11	5, 6	18	9—10
5	4a	12	7	19	5—10
6	4	13	8	20	1—6
7	3, 4	14	7, 8	21	1—10

ARTICLES

Lesson	
22	First Article
23	First Article

Lesson	Second Article	*Lesson*	Third Article
24	And — Lord	34	I believe — saints
25	who — buried	35	the forgiveness — Amen
26	Lessons 24, 25	36	Third Article
27	He descended — dead	37	Third Article
28	He ascended — Almighty	38	First Article
29	from thence — dead	39	Second Article
30	And in — buried	40	Third Article
31	He descended — the dead	41	Three Articles
32	Second Article		
33	First and Second Article		

THE LORD'S PRAYER

Lesson	
42	Introduction and Petitions 1—3
43	Introduction and Petitions 1—3
44	Petitions 4—7
45	Petitions 4—7
46	Conclusion
47	Entire Lord's Prayer
48	Entire Lord's Prayer

BAPTISM

Lesson		*Lesson*	
49	Matt. 28, 19 a	52	Mark 16, 16 a
50	Matt. 28, 19 b	53	Mark 16, 16 b
51	Matt. 28, 19 a and b	54	Mark 16, 16 a and b
		55	Lessons 49—54

GENERAL REVIEW

Lesson	*Commandment*	*Lesson*	Second Article
56	1—4	61	And — buried
57	5—7	62	He descended — and the dead
58	8—10	63	Second Article
59	1—10	64	Third Article
60	First Article	65	Three Articles
		66	Lord's Prayer
		67	Lesson 55
		68	Everything studied

(B) For Two-Language Classes

(Two periods a week, one in each language.)

COMMANDMENTS

Lesson	*Commandment*	*Lesson*	*Commandment*	*Lesson*	*Commandment*
1	1	7	6	13	8—10
2	2	8	7	14	1—6
3	3	9	5—7	15	7—10
4	4	10	8	16	1—10
5	1—4	11	9		
6	5	12	10		

ARTICLES

Lesson		*Lesson*	
17	First Article	22	L. 20, 21
	Second Article	23	Second Article
18	And in — and buried		*Third Article*
19	And in — and buried	24	I believe — saints
20	He descended — heaven	25	the forgiveness — Amen
21	And sitteth — the dead	26	Third Article —

THE LORD'S PRAYER

Lesson	
27	Introduction and Petitions 1—4
28	Petitions 5—7 and Conclusion
29	Entire Lord's Prayer

BAPTISM

Lesson	
30	Matt. 28, 19
31	Mark 16, 16
32	Lessons 30 and 31

GENERAL REVIEW

Lesson	
33	Commandments
34*	Three Articles Lord's Prayer Baptism (Lesson 32)

* This review and some of the other lessons may seem long. It should be remembered, however, that the Creed and the Lord's Prayer have been recited, or prayed, by the children every day during devotion for about a year and during the concert recitations, in which these same parts are recited once a week.

SECOND GRADE

Text of Fifth and Sixth Chief Parts and text and explanation of First.

(A) For One-Language Classes

Fifth Chief Part		Sixth Chief Part	
Where is this written?		Where is this written?	
Lesson	*Text*	*Lesson*	*Text*
1	Thus writes — Holy Ghost	5	The holy — took bread
2	Whosoever — retained	6	and when — Take, eat
3	Lessons 1 and 2	7	this is — of Me
4	Lessons 1 and 2	8	Lessons 5—7
		9	Lessons 5—7
		10	After the — of it
		11	this cup — of sins
		12	This do — of Me
		13	Lessons 10—12
		14	Lessons 10—12
		15	Lessons 8 and 13
		16	Lessons 8 and 13

COMMANDMENTS

Lesson	*Commandment*	*Lesson*	*Commandment*	*Lesson*	*Commandment*	*Lesson*	*Conclusion*
17	1	27	4—5	37	9a	46	He says — hate Me
18	2a	28	1—5	38	9	47	He says — hate Me
19	2	29	6a	39	10a	48	and — My Com.
20	3a	30	6	40	10b	49	First Part
21	3	31	7a	41	10	50	God threatens — to them
22	1—3	32	7	42	9—10	51	But — these Com.
23	4a	33	6—7	43	1—6	52	Therefore — Com.
24	4	34	8a	44	7—10	53	Second Part
25	5a	35	8	45	1—10	54	Again
26	5	36	6—8			55	Both Parts

GENERAL REVIEW

	Fifth Chief Part	First Chief Part			
Lesson		*Lesson*	*Commandment*	*Lesson*	*Conclusion*
56	Where is this written?	60	1—4	64	First Part
	Sixth Chief Part	61	5—7	65	Second Part
	Where is this written?	62	8—10	66	Both Parts
57	First Part	63	1—10		———
58	Second Part			67	First Chief Part
59	Both Parts			68	Fifth and Sixth Chief Parts (text)

(B) For Two-Language Classes

Fifth Chief Part		Sixth Chief Part	
Where is this written?		Where is this written?	
Lesson	*Text*	*Lesson*	*Text*
1	Thus writes — Holy Ghost	4	The holy — brake it
2	whosoever — retained	5	and gave — of me
3	Lessons 1 and 2	6	Lessons 4 and 5
		7	After — of it
		8	this cup — of me
		9	Lessons 7 and 8
		10	Lessons 6 and 9

COMMANDMENTS

Lesson	*Commandment*	*Lesson*	*Commandment*	*Lesson*	*Conclusion*
11	1	19	7	27	He says — hate Me
12	2	20	8	28	and — My Commandments
13	3	21	7—8	29	Lessons 27 and 28
14	1—3	22	9	30	God threatens — to them
15	4	23	10	31	But — His Commandments
16	5	24	9—10	32	Lessons 30 and 31
17	6	25	1—6	33	Lessons 29—32
18	4—6	26	7—10	34	First Chief Part

FIRST GRADE

Text and explanation of Second and Third Chief Parts.

(A) For One-Language Classes

Lesson	First Article	*Lesson*	
1	I believe — preserves them	15	not with — and death
2	also — my goods	16	Lessons 13—15
3	that He — all evil	17	that I — blessedness
4	Lessons 1—3	18	even as — certainly true
5	and all — in me	19	Lessons 17 and 18
6	for all — certainly true	20	Second Article
7	Lessons 5 and 6	21	Again
8	First Article		**Third Article**
9	Again	22	I believe — Amen
	Second Article	23	I believe — the true faith
10	And in — buried (text)	24	even as — one true faith
11	He descended — the dead	25	Lessons 23 and 24
12	Lessons 10 and 11	26	in which — certainly true
13	I believe — my Lord	27	Lesson 26 again
14	who has — the devil	28	Third Article

THE LORD'S PRAYER

Lesson	
29	*Introduction*
	First Petition
30	*1. Pet.* and definition
31	Expl.: when — in heaven
32	Expl.: But — heavenly Father
33	Lessons 31 and 32
	Second Petition
34	*2. Pet.* and definition
35	Explanation
36	Lessons 34 and 35
	Third Petition
37	*3. Pet.* and definition
38	Expl.: when — our flesh
39	Expl.: but — good will
40	Lessons 37—39
	Fourth Petition
41	*4. Pet.* and definition
42	Expl.: Everything — goods
43	Expl.: a pious — good weather
44	Expl.: peace — the like
45	Lessons 42—44
46	Lessons 41—44
	Fifth Petition
47	And forgive — prayer
48	for we — by grace
49	for we — against us
50	Lessons 47—49
	Sixth Petition
51	And lead — keep us
52	so that — and vice
53	and though — the victory
54	Lessons 51—53
	Seventh Petition
55	But deliver — honor
56	and finally — heaven
57	Lessons 55 and 56
	Amen
58	That I — and heard
59	for He — be so
60	Lessons 58 and 59

REVIEW

Lesson	
61	First Article
62	Second Article
63	Third Article
	The Lord's Prayer
64	Introduction, First and Second Petitions
65	Third and Fourth Petitions
66	Fifth and Sixth Petitions
67	Seventh Petition and Amen
68	Lessons 64—67

(B) For Two-Language Classes

Lesson	**First Article**
1	I believe — my goods
2	that He — all evil
3	and all — certainly true
4	Lessons 1—3
	Second Article (Expl.)
5	I believe — the devil
6	not with — and blessedness
7	even as — certainly true
8	Lessons 5—7
	Third Article
9	I believe — faith
10	even as — true faith
11	in which — certainly true
12	Lessons 9—11

THE LORD'S PRAYER

Lesson		*Lesson*	
13	Introduction	25	Sixth Petition
14	First Pet. to "in heaven"	26	Seventh Pet. to "in heaven"
15	First Petition	27	Amen
16	Second Petition	28	Lessons 26 and 27
17	Third Pet. to "kingdom come"		**Review**
18	Third Petition	29	First Article
19	Fourth Petition to "faithful rulers"	30	Second Article
20	Everything — rulers	31	Third Article
21	Fourth Petition	32	Petitions 1—4
22	Fifth Pet. to "by grace"	33	Petitions 5—7
23	Fifth Petition	34	Petitions 1—7
24	Sixth Pet. to "and vice"		

FOURTH GRADE

Text and Explanation of Fourth to Sixth Chief Parts.

(A) For One-Language Classes

FOURTH CHIEF PART

Lesson		*Lesson*	
1	*First*		*Fourthly*
2	*Secondly*	10	It signifies — evil lusts
	Thirdly	11	and, again, — forever
3	It is — no baptism	12	Lessons 10, 11
4	But with — chapter third	13	St. Paul — of life
5	Lessons 3, 4	14	Lessons 12, 13
6	By the — our Savior	15	*First, Secondly*
7	that — faithful saying	16	*Thirdly*
8	Lessons 6, 7	17	*Fourthly*
9	Lessons 5, 8	18	Fourth Chief Part

FIFTH CHIEF PART

	The Office of the Keys		Confession
Lesson		*Lesson*	
19	1. Question	25	Confession — in heaven
20	2. Question	26	Before God — our hearts
21	3. Question, to "congregation"	27	Lessons 25 and 26
22	and, again, — Himself	28	Here consider — slothful
23	Lesson 21 and 22	29	whether — injury
24	Lessons 19—22	30	Lessons 28 and 29
		31	All of Confession
		32	Fifth Chief Part

SIXTH CHIEF PART

Lesson		Lesson	
33	It is — Himself	41	Lessons 39 and 40
34	The holy — of Me	42	Lessons 37 and 41
35	After — of Me	43	Fasting — of sins
36	Lessons 33—35	44	But — to believe
37	That is — these words	45	Lessons 43, 44
38	Question 3	46	Questions 1—3
39	Question 3	47	Questions 1—5
40	and he — of sins		

REVIEW

Fourth Chief Part		Fifth Chief Part		Sixth Chief Part	
Lesson		*Lesson*		*Lesson*	
48	*First, Secondly*	53	Qus. 1 and 2	58	Qus. 1, 2
49	*Thirdly*	54	Qu. 3	59	Qu. 3
50	*Fourthly*	55	Qus. 1 and 2 of Conf.	60	Qu. 4
51	Lessons 48 and 49			61	Qu. 5
52	Lessons 48—50	56	Qu. 3 of Conf.	62	Qus. 3—5
		57	Fifth Chief Part	63	Qus. 1—5

NOTE. — Lessons 64—68 are left open for additional reviews or to let pupils who will not attend school seven years memorize short portions from the list of Bible Selections for Seventh Grade. Similar arrangements may be made for pupils of the fifth and sixth grades.

(B) For Two-Language Classes

Fourth Chief Part		Fifth Chief Part		Sixth Chief Part	
Lesson		*Lesson*		*Lesson*	
1	*First*	12	Qus. 1 and 2	19	Qu. 1
2	*Secondly*	13	Qu. 3	20	Qu. 2
3	*Thirdly,* to "no baptism"	14	Les. 12 and 13	21	Les. 19 and 20
		15	*Conf.*, Qu. 1	22	Qu. 3
4	But with — chapter third	16	Qu. 2	23	Qu. 4, to "Sacrament"
		17	Qu. 3		
5	Lessons 3 and 4	18	Les. 15—17	24	Qu. 4
6	By — faithful saying			25	Qu. 5
7	Lessons 5 and 6			26	Qus. 3, 4, and 5
8	*Fourthly,* to "forever"				
9	St. Paul — of life			27*	Sixth Chief Part
10	Lessons 8 and 9				
11	*Thirdly and Fourthly*				

* See note under Fifth Grade.

REVIEW

Fourth Chief Part		Fifth Chief Part		Sixth Chief Part	
Lesson		*Lesson*		*Lesson*	
28	*First, Secondly,* and half of *Thirdly*	30	Office of the Keys	32	Qus. 1 and 2
29	Second half of *Thirdly* and *Fourthly*	31	Confession	33	Qus. 3—5
				34	Lessons 28—33

FIFTH GRADE

Prayer in Catechism. Review Six Chief Parts

(A) For One-Language Classes

Lesson	*Morning Prayer*
1	In the name — please Thee
2	For into — Amen
3	Lessons 1 and 2
4	*Evening Prayer*
5	Morning and Evening Prayers

Lesson	*Asking a Blessing*
6	Both prayers
	Returning Thanks
7	O give — which cry
8	He delighteth — mercy
9	Lessons 7 and 8 and next prayer

REVIEW SIX CHIEF PARTS

Lesson	**First Chief Part**
10	Coms. 1—5
11	Coms. 6—8
12	Coms. 9 and 10
13	Conclusion
14	First Chief Part
	Second Chief Part
	First Article
15	I believe — and life
16	that He — certainly true
17	Lessons 15 and 16
	Second Article
18	And in — the devil
19	not with — certainly true
20	Lessons 18 and 19
	Third Article
21	I believe — one true faith
22	in which — certainly true
23	Lessons 21 and 22
24	Second Chief Part
	Third Chief Part
25	Intro., Pets. 1—3
26	Pets. 4 and 5
27	Pet. 6 — Concl.
28	Pet. 4 — Concl.
29	Pet. 1 — Concl.

Lesson	**Fourth Chief Part**
30	*First, Secondly*
31	*Thirdly* (half)
32	*Thirdly*
33	*Fourthly* (half)
34	*Fourthly*
35	Lessons 32 and 34
36	Fourth Chief Part
	Fifth Chief Part
37	Qus. 1 and 2
38	Qu. 3
39	Qus. 1—3
40	Qu. 1 of Conf.
41	Qu. 2 of Conf.
42	Qu. 3 of Conf.
43	Qus. 1—3 of Conf.
44	Fifth Chief Part
	Sixth Chief Part
45	Qus. 1 and 2a
46	Qu. 2
47	Qu. 3
48	Qu. 4
49	Qu. 5
50	Sixth Chief Part

REVIEW

Lesson		*Lesson*	
51	Morning Prayer	61	Pet. 5 — Concl.
52	Evening Prayer	62	*First, Secondly,* and half of *Thirly* of Baptism
53	Asking a Blessing		
54	Returning Thanks	63	Remainder of Baptism
55	Coms. 1—7	64	Office of the Keys
56	Coms. 8—10 and Concl.	65	Confession
57	First Article	66	Qus. 1 and 2 of Sixth Chief Part
58	Second Article		
59	Third Article	67	Qus. 3—5
60	Pets. 1—4	68	Sixth Chief Part

(B) For Two-Language Classes

Lesson		*Lesson*	**Third Chief Part**
1	*Morning Prayer* (half)	15	Pets. 1—4
2	Morning Prayer	16	Pet. 5 — Concl.
3	*Evening Prayer*	17	Third Chief Part
4	Both prayers of *Asking a Blessing*		**Fourth Chief Part**
	Returning Thanks	18	*First, Secondly,* and half of *Thirdly*
5	O give — which cry	19	Second half of *Thirdly* and *Fourthly*
6	He delighted — mercy		
7	Both prayers	20	Fourth Chief Part
	First Chief Part		**Fifth Chief Part**
8	Coms. 1—7	21	Office of the Keys
9	Coms. 8—10 and Concl.	22	Confession
10	First Chief Part	23	Fifth Chief Part
	Second Chief Part		**Sixth Chief Part**
11	First Article	24	Qus. 1 and 2
12	Second Article	25	Qus. 3—5
13	Third Article	26	Sixth Chief Part
14	Second Chief Part		

NOTE. — Should certain lessons be too long, omit some of the reviews. If, for instance, Lessons 8—26 seem too long, omit Lessons 10, 14, 17, 20, 23, and 26 and reduce the other lessons accordingly.

REVIEW

Lesson		*Lesson*	
27	Morning and Evening Prayers	30	Second Chief Part
		31	Third Chief Part
28	Asking a Blessing Returning Thanks	32	Fourth Chief Part
		33	Fifth Chief Part
29	First Chief Part	34	Sixth Chief Part

SIXTH GRADE

Table of Duties, Christian Questions (in one language).
Review everything studied.

Table of Duties

Lesson		Lesson	
	To Bishops, etc.	18	I exhort — our Savior
1	A bishop — not covetous	19	Lessons 17 and 18
2	one that — gainsayers	20	Put them — do well
3	Lessons 1 and 2	21	Lessons 18 and 20
	What the Hearers, etc.	22	Lessons 16—20
4	Eat — also reap	23	Of Civil Government, Subjects
5	Let the — his reward	24	*To Husbands*
6	Lesson 4 and 5	25	*To Wives*
7	And we — yourselves	26	*To Parents. To Children*
8	Obey — for you	27	Lessons 24—26
9	Lessons 7 and 8		*To Servants, Hired Men,* etc.
10	Lessons 4—8	28	Servants — the heart
11	Lessons 1—8	29	with good — or free
	Of Civil Government	30	Lessons 28 and 29
12	Let every — the evil	31	*To Masters and Mistresses*
13	Wilt thou — for good	32	*To the Young in General*
14	But — doeth evil	33	Lessons 28—32
15	Lessons 12—14	34	*To Widows*
	Of Subjects	35	*To Widows* again. *To All in Common.*
16	Render unto — very thing		
17	Render unto — to whom honor		

Christian Questions

Pupils should memorize and recite not only the answers, but also the questions.

Lesson		Lesson		Lesson	
36	Qus. 1—7	41	Qu. 16	46	Qu. 20 b, c.
37	Qus. 8—10	42	Qus. 17 and 18	47	Note
38	Qus. 11 and 12	43	Qus. 13—18	48	Qus. 19 and 20 and Note
39	Qus. 1—12	44	Qu. 19		
40	Qus. 13—15	45	Qu. 20 a		

GENERAL REVIEW

NOTE. — Pupils using two languages should review the Chief Parts in both languages.

Lesson		Lesson	
49	First Chief Part	57	To Bishops
50	Second Chief Part	58	What the Hearers
51	Third Chief Part	59	Civil Government
52	Fourth Chief Part	60	Subjects
53	Fifth Chief Part	61	To Husbands, Wives, Parents, Children
54	Sixth Chief Part	62	Servants, etc., Masters, etc.
55	Morning and Evening Prayers	63	The Young, Widows, All in Common
56	Asking a Blessing, Returning Thanks		

Christian Questions

Lesson		*Lesson*	
64	Qus. 1—7	67	Qus. 17—19
65	Qus. 8—12	68	Qu. 20 and Note
66	Qus. 13—16		

F. 3. Bible Selections

(For Seventh Grade.)

The Bible Selections given below are intended mainly for pupils of the seventh grade who are not as yet to be confirmed. Those who attend confirmation classes may study as many of the selections as possible. It is, of course, every teacher's privilege to substitute any other selection. Ps. 103, for instance, may be memorized in the same number of lessons as listed for Is. 53.

(A) One-Language Classes

Pss. 1, 23, 32, 121; Is. 53 (or Ps. 103); Matt. 5, 3—12; 1 Cor. 13

Lesson		*Lesson*		*Lesson*		*Lesson*	
	Ps. 1	6	1—6	11	1—5		*Ps. 121*
1	1—3	7	Pss. 1, 23	12	6. 7	19	1—4
2	4—6			13	8. 9	20	5—8
3	1—6		*Ps. 32*	14	10. 11	21	1—8
		8	1. 2	15	6—11	22	Pss. 1, 23
	Ps. 23	9	3. 4	16	1—11	23	Ps. 32
4	1—3	10	5	17	Pss. 1, 23		
5	4—6			18	Ps. 32		

Lesson	*Is. 53*	*(Ps. 103)*	*Lesson*	*Matt. 5, 3—12*	*Lesson*	*1 Cor. 13*
24	1. 2	1—4	40	3—5	57	1—7
25	3	5—7	41	6—8	58	8—13
26	4. 5	1—7	42	9. 10	59	1—13
27	1—5	8—10	43	11. 12		**Review**
28	6. 7	11. 12	44	3—12	60	Pss. 1, 23
29	8	1—12		*1 Cor. 13*	61	Ps. 32
30	9	13. 14	45	1. 2	62	Ps. 121
31	6—9	8—14	46	3. 4	63	Is. 53, 1—6
32	10	15. 16	47	5—7		(Ps. 103, 1—12)
33	11	17. 18	48	1—7	64	Is. 53, 1—12
34	12	19. 20	49	8—10		(Ps. 103, 1—22)
35	10—12	21. 22	50	11	65	Matt. 5, 3—8
36	1—6	15—22	51	12. 13	66	Matt. 5, 3—12
37	1—12	1—22	52	8—13	67	1 Cor. 13, 1—7
38	Pss. 1, 23 32, 121		53	1—13	68	1 Cor. 13, 1—13
39	Is. 53	Ps. 103		*Matt. 5, 3—12*		
			54	3—8		
			55	9—12		
			56	3—12		

(B) Two-Language Classes

Pss. 1, 23, 121; Matt. 5, 3—12; 1 Cor. 13. — Is. 53 may take the place of 1 Cor. 13 if the teacher desires.

Lesson	
	Ps. 1
1	1—3
2	4—6
3	1—6
	Ps. 23
4	1—3
5	4—6
6	1—6
7	Ps. 1
8	Ps. 23
	Ps. 121
9	1—4
10	5—8

Lesson	
11	1—8
12	Pss. 1, 23
13	Ps. 121
	Matt. 5, 3—12
14	3—5
15	6—8
16	3—8
17	9. 10
18	11. 12
19	9—12
20	3—12

Lesson		
	1 Cor. 13	(*Is. 53*)
21	1. 2	1. 2
22	3. 4	3
23	5—7	4—6
24	1—7	1—6
25	8—10	7. 8
26	11	9. 10
27	12. 13	11. 12
28	8—13	7—12
29	1—13	1—12
30	Matt. 5, 3—12	—
31	1 Cor. 13	Is. 53

Review

Lesson	
32	Pss. 1, 23, 121
33	Matt. 5, 3—12
34	1 Cor. 13 (Is. 53)

F. 4. Bible Passages

(Two Periods a Week.)

1. The Aims

a. To supply pupils with the proof that the doctrine set forth in the Catechism is truly Biblical;

b. To enable them to confess their Savior; to refute false doctrine; to comfort and to admonish their neighbor; and to resist and to overcome temptation;

c. To supply them with a treasure which will not fail them in the hour of greatest danger and distress.

2. Suggestions

a. The pupils in each classroom form one group. They have parts of the lesson in common. However, pupils of a higher grade study one or two passages more than pupils of the next lower grade. If, for instance, third-grade pupils study one passage, fourth-grade pupils should study *that same passage and one or two additional ones.* In short, each grade should study one or two new passages for each lesson and also review those studied during previous years.

The following table will illustrate this method: —

First Lesson (Passages 1 to 4.)		Second Lesson (Passages 5 to 9)	
Grade	*Passages*	*Grade*	*Passages*
Third	No. 2	Third	Nos. 6 and 7
Fourth	Nos. 1 and 2	Fourth	Nos. 5, 6, 7
Fifth	Nos. 1, 2, 4	Fifth	Nos. 5, 6, 7, 9
Sixth	Nos. 1, 2, 3, 4	Sixth	Nos. 5, 6, 7, 8, 9
Seventh	Nos. 1, 2, 3, 4	Seventh	Nos. 5, 6, 7, 8, 9

b. Pupils of the first and second grades should study such passages or parts of passages as they are able to repeat after hearing them three or four times. "All Scripture is given by inspiration of God" can easily be repeated and remembered by the average second-grade pupil. Hardly anything could be expected of the first-grade pupils in the first lesson. In the second lesson, however, "Search the Scriptures" would be appropriate for them, while "Blessed are they that hear the Word of God and keep it," plus the first grade's part, might constitute a lesson for the second grade.

c. Occasionally it is feasible to assign one part of a passage to a certain grade, an additional part *of the same passage* to the next higher grade, etc.

d. Should a lesson not contain a passage or a part of one sufficiently easy or suitable for pupils of the first or second grades, the teacher may devote two periods to another lesson which contains sufficiently easy material for two lessons.

e. The sixth and seventh grades should study every passage of the various lessons in this list.

f. Some of the lessons seem rather long. However, most of the passages are merely review work for the higher grades.

g. The 548 passages constitute a course extending over two years. The course is divided on the basis of two lessons a week, allowing four lessons a year for time lost (Christmas, Easter, holidays, etc.). As a rule, every fourth lesson is a review of the three preceding lessons.

h. Pupils who will be confirmed in the German language should study all passages in German and the easier ones in English. Every lesson ought to contain one or more passages in English for each grade.

i. *Let us have uniformity!* Passages 1—282 should be studied during school-years beginning in *odd-numbered calendar years* and Passages 283—548 during school-years beginning in *even-numbered calendar years.*

(1) Lessons for School-Years Beginning in Odd-Numbered Calendar Years

(Passages 1—282.)

Lesson	*Passages*	*Lesson*	*Passages*	*Lesson*	*Passages*
1	1—4	24	88—94	46	194—198
2	5—9	25	77—94	47	183—198
3	10—14				
4	1—14	26	95—103	48	199—204
		27	104—108	49	205—208
5	15—20	28	109—115	50	209—212
6	21—25	29	95—115	51	199—212
7	26—31				
8	15—31	30	116—122	52	213—218
		31	123—126	53	219—223
9	32—35	32	127—131	54	224—229
10	36—39	33	132—137	55	230—233
11	40—41	34	116—137	56	213—233
12	42—47				
13	32—47	35	138—143	57	234—237
		36	144—150	58	238—243
14	48—51	37	151—156	59	244—249
15	52—56	38	157—164	60	250—255
16	57—61	39	138—164	61	234—255
17	48—61				
		40	165—170	62	256—260
18	62—65	41	171—176	63	261—268
19	66—70	42	177—182	64	269—274
20	71—76	43	165—182	65	256—274
21	62—76				
		44	183—188	66	275—277
22	77—81	45	189—193	67	278—282
23	82—87			68	275—282

(2) Lessons for School-Years Beginning in Even-Numbered Calendar Years

(Passages 283—548.)

Lesson	*Passages*	*Lesson*	*Passages*	*Lesson*	*Passages*
1	283—288	12	338—342	23	374—380
2	289—293	13	325—342	24	381—384
3	294—301			25	385—389
4	283—301	14	343—348	26	390—394
		15	349—353	27	374—394
5	302—307	16	354—357		
6	308—313	17	343—357	28	395—399
7	314—318			29	400—404
8	319—324	18	358—361	30	405—406
9	302—324	19	362—364	31	395—406
		20	365—368		
10	325—330	21	369—373	32	407—412
11	331—337	22	358—373	33	413—419

Lesson	Passages	Lesson	Passages	Lesson	Passages
34	420—425	46	466—472	58	514—515
35	407—425	47	473—477	59	516—520
36	426—433	48	457—477	60	521—523
37	434—437	49	478—482	61	514—523
38	438—444	50	483—489	62	524—527
39	426—444	51	490—494	63	528—533
40	445—448	52	495—499	64	534—537
41	449—452	53	478—499	65	524—537
42	453—456	54	500—503		
43	445—456	55	504—508	66	538—543
44	457—461	56	509—513	67	544—548
45	462—465	57	500—513	68	538—548

F. 5. Hymns

Our Lutheran church hymns constitute a part of our daily spiritual food; hence pupils of our Lutheran schools should memorize a carefully selected list of hymns. To assist the pupil in retaining these hymns in memory for life, the work must be conducted according to a systematic plan and reviewed throughout the year.

(A) For One-Language Classes

Suggestions

a. Unusual words and peculiar constructions must be explained.

b. Encourage pupils to repeat daily such stanzas as they have memorized.

c. Guide pupils of the upper grades to appreciate the wonderful treasure which we possess in our hymns. Acquaint them also with some of the more important Lutheran poets, as Luther, Paul Gerhardt, etc.

NOTE. — Numbers in parentheses refer to the *A. L. P. B. Hymn-book.* With the exception of No. 263 (123) of Lesson 30 and No. 409 (212) of Lesson 33 the hymns are the same. If time will not permit twelve lessons before Christmas, either omit the hymns of Lessons 1 and 2 or defer them until after Easter.

From Beginning of School-Year to Christmas

Lesson	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
1		9:1	9:1, 2	9:1–3	9:1–5	9:1–6
		(2)	(2)	(2)	(2)	(2)
2		153:1, 2	276:1	276:1, 2	276:1–3	276:1–4
		(29)	(143)	(143)	(143)	(143)
3	153:1	153:1–4	273:1a	273:1	273:1, 2	273:1–3
	(29)	(29)	(135)	(135)	(135)	(135)
4	153:2	76:1	273:1	273:1, 2	273:1–3	273:1–4
	(29)	(322)	(135)	(135)	(135)	(135)
5	153:1, 2	76:2	76:1, 2	76:1–3	76:1–5	73:1–6
	(29)	(322)	(322)	(322)	(322)	(322)

Lesson	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
6	153:3	149:1a	149:1	464:1	464:1, 2	464:1–3
	(29)	(16)	(16)	(145)	(145)	(145)
7	153:4	149:1	149:2	138:1	138:1–3	138:1—4
	(29)	(16)	(16)	(30)	(30)	(30)
8	153:3, 4	149:2a	149:3	138:2	138:1–4	138:1–5
	(29)	(16)	(16)	(30)	(30)	(30)
9	153:1–4	149:2	149:4	149:1–4	149:1–5	149:1–6
	(29)	(16)	(16)	(16)	(16)	(16)
10	150:1	150:1, 13	150:1–3, 13	150:1–4, 13	150:1–4, 13–15	150:1–5, 13–15
	(22)	(22)	(22)	(22)	(22)	(22)
11	150:13	150:1, 2, 13	150:1–4, 13	150:1–4, 13, 14	150:1–5, 13–15	150:1–6 13–15
	(22)	(22)	(22)	(22)	(22)	(22)
12	150:1, 13	150:1–13, 13	150:1–4, 13	150:1–4, 13, 14	150:1–5, 13–15	150:1–6 13–15
	(22)	(22)	(22)	(22)	(22)	(22)
			153:1–4	153:1–4	153:1–4	153:1–4
			(29)	(20)	(29)	(29)

	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
No. of Stanzas:	6	13	19	27	39	47

From Christmas to Easter

Should the time be too short for twelve lessons, the hymns given for Lessons 13 and 16 may be omitted or deferred.

Lesson	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
13	168:1	168:1	168:1, 2	168:1–3	168:1–4	168:1–5
	(41)	(41)	(41)	(41)	(41)	(41)
14	395:½ of 1	395:1	395:1, 2	395:1–3	395:1–3	395:1–3
	(431)	(431)	(431)	(431)	(431)	(431)
15	395:1	107:1	107:1, 2	107:1–3	107:1–4	107:1–5
	(431)	(231)	(231)	(231)	(231)	(231)
16	337:½ of 1	337:1	337:1, 2	337:1–3	337:1–4	337:1–4
	(434)	(434)	(434)	(434)	(434)	(434)
17	337:1	411:1	411:1, 2	411:1–3	411:1–4	411:1–5
	(434)	(410)	(410)	(410)	(410)	(410)
18	200:1	200:1–3	381:1	318:1, 2	318:1–4	318:1–5
	(82)	(82)	(214)	(214)	(214)	(214)
19	200:2	200:1–4	318:1, 2	318:1–3	318:1–5	318:1–6
	(82)	(82)	(214)	(214)	(214)	(214)
20	200:3	200:1–5	318:1, 2	200:1–5	200:1–5	200:1–5
	(82)	(82)	(82)	(82)	(82)	(82)
21	95:½ of 1	95:1	199:1	199:1, 2	199:1–3	199:1–4
	(68)	(68)	(66)	(66)	(66)	(66)
22	95:1	95:2	95:1, 2	95:1–3	95:1–4	95:1–4
	(68)	(68)	(68)	(68)	(68)	(68)
23	221:1	221:1	221:1, 2	221:1–3	221:1–4	221:1–5
	(90)	(90)	(90)	(90)	(90)	(90)
24	221:1	221:1, 2	229:1	229:1, 2	229:1–3	229:1–4
	(90)	(90)	(92)	(92)	(92)	(92)

	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
No. of Stanzas:	8	14	23	33	43	50

From Easter to End of School-Year

Lesson	*1. Grade*	*2. Grade*	*3. Grade*	*4. Grade*	*5. Grade*	*6. and 7. Grades*
25	29:5	29:5	29:1, 5	29:1, 2, 5	29:1–3, 5	29:1–5
	(286)	(286)	(286)	(286)	(286)	(286)
26	37:1	37:1	37:1, 2	37:1–3	37:1–4	37:1–4
	(302)	(302)	(302)	(302)	(302)	(302)
27	42:½ of 1	42:1	42:1, 2	42:1–3	42:1–4	42:1–5
	(305)	(305)	(305)	(305)	(305)	(305)
28	42:1	42:1, 2	42:1–3	42:1–4	42:1–5	42:1–6
	(305)	(305)	(305)	(305)	(305)	(305)
29	259:½ of 1	259:1	259:1–3	259:1–4	259:1–5	259:1–6
	(115)	(115)	(115)	(115)	(115)	(115)
30	259:1	259:1, 2	263:1	263:1, 2	263:1–3	263:1–4
	(115)	(115)	(123)	(123)	(123)	(123)
31	306:½ of 1	306:1	306:1, 2	306:1–3	306:1–4	306:1–4
	(427)	(427)	(427)	(427)	(427)	(427)
32	306:1	306:2	325:1	325:1, 2	325:1–3	325:1–4
	(427)	(427)	(220)	(220)	(220)	(220)
33	540:1	540:1, 2	409:1	409:1, 2	409:1–3	409:1–4
	(370)	(370)	(212)	(212)	(212)	(212)
34	540:2	540:1–4	540:1–4	540:1–4	540:1–4	540:1–4
	(370)	(370)	(370)	(370)	(370)	(370)
			40:1	40:1, 2	40:1, 2, 7	40:1, 2, 7, 8
			(368)	(368)	(368)	(368)
35	540:3	351:½ of 1	351:1	351:1, 2	351:1, 2, 3	351:1–4
	(370)	(258)	(258)	(258)	(258)	(258)
36	540:4	351:1	472:1	472:1	472: 1, 2	472:1–3
	(370)	(258)	(407)	(407)	(407)	(407)

	1. Grade	*2. Grade*	*3. Grade*	*4. Grade*	*5. Grade*	*6. and 7. Grades*
No. of Stanzas:	9	13	22	32	43	52
Totals:	23	40	64	92	125	149

(B) Two-Language Classes

Suggestions

a. Pupils should study and recite the hymns alternately in German and English. Odd-numbered lessons indicate the German, even-numbered lessons the English hymns.

b. If the time does not permit twelve lessons before Christmas, omit or defer the first hymns, Lessons 1 and 2.

c. If the assignments for the lower grades are too long, let the pupils study them in only one language and devote two periods to one lesson.

From Beginning of School-Year to Christmas

Lesson	*1. Grade*	*2. Grade*	*3. Grade*	*4. Grade*	*5. Grade*	*6. and 7. Grades*
1		2:1	2:1, 2	2:1–4	2:1–5	2:1–6
2		9:1	9:1, 2	9:1–4	9:1–5	9:1–6
		(2)	(2)	(2)	(2)	(2)
3	28:1	2:1, 2	2:1–3	158:½	158:1, 2	158:1–3
4	153:1	9:1, 2	9:1–3	273:½	273:1, 2	273:1–3
	(29)	(2)	(2)	(135)	(135)	(135)
5	28:2	28:1, 2	346:½ of 1	158:1	158:1–3	158:1–4

Lesson	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
6	153:2	153:1, 2	76:1	273:1	273:1–3	273:1–4
	(29)	(29)	(322)	(135)	(135)	(135)
7	28:3	28:1–4	346:1	346:1	346:1, 2	346:1–3
8	153:3	153:1–4	76:1, 2	76:1–3	76:1–5	76:1–6
	(29)	(29)	(322)	(322)	(322)	(322)
9	28:4	41:1, 13	30:1	30:1, 2	30:1–3	30:1–3, 8
10	153:4	150:1, 13	149:1	149:1, 2	149:1–3	149:1–4
	(29)	(22)	(16)	(16)	(16)	(16)
11	41:13	41:1, 2, 13	41:1–3, 13	41:1–4, 13	41:1–4, 13, 15	41:1–4, 13–15
			28:1–4	28:1–4	28:1–4	28:1–4
12	150:13	150:1, 2, 13	150:1–3, 13	150:1–4, 13	150:1–4, 13, 15	150:1–4, 13–15
	(22)	(22)	(22)	(22)	(22)	(22)
			153:1–4	153:1–4	153:1–4	153:1–4
			(29)	(29)	(29)	(29)

Number of Stanzas: —

	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
German:	5	9	13	17	23	28
English:	5	9	14	19	26	31
	10	18	27	36	49	59

From Christmas to Easter

If time will not permit twelve lessons between Christmas and Easter, omit the hymn given for the first two lessons.

Lesson	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
13	54:1	54:1, 2	54:1–3	54:1–4	54:1–5	54:1–6
14	395:½ of 1	395:1	395:1, 2	395:1–3	395:1–3	395:1–3
	(431)	(431)	(431)	(431)	(431)	(431)
15	95:1	95:1, 2	247:1	247:1, 2	247:1–3	247:1–4
16	395:1	107:1	107:1, 2	107:1–3	107:1–4	107:1–5
	(431)	(231)	(231)	(231)	(231)	(231)
17	95:1, 2	95:1–4	95:1–4	95:1–4	95:1–4	95:1–4
			84:½ of 1	84:1	84:1, 4	84:1, 4, 9
18	200:1	200:1–3	318:1	318:1, 2	318:1–4	318:1–5
	(82)	(82)	(214)	(214)	(124)	(214)
19	95:1–3	98:1	84:1	84:1, 4	84:1, 4, 9	84:1, 4, 9, 10
20	200:1, 2	200:1–4	318:1, 2	318:1–3	318:1–5	318:1–6
	(82)	(82)	(214)	(214)	(214)	(214)
21	95:1–4	98:1, 2	98:1–3	98:1–3	98:1–3	98:1–3
			97:½ of 1	97:1	97:1, 2	97:1–3
22	200:1–3	200:1–5	200:1–5	200:1–5	200:1–5	200:1–5
	(82)	(82)	(82)	(82)	(82)	(82)
23	98:1	98:1–3	97:1	97:1, 2	97:1–3	97:1–3, 9
24	221:1	221:1	221:1, 2	221:1–3	221:1–4	221:1–5
	(90)	(90)	(90)	(90)	(90)	(90)

Number of Stanzas: —

	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
German:	6	9	13	17	21	25
English:	5	8	13	17	21	24
	11	17	26	34	42	49

From Easter to End of School-Year

Lesson	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
25	297:⅓ of 5	297:5	297:5, 6	297:5–7	297:1, 5–7	297:1, 2, 5–7
26	29:5	29:5	29:1, 5	29:1, 2, 5	29:1—3, 5	29:1—5
	(286)	(286)	(286)	(286)	(286)	(286)
27	297:⅔ of 5	319:1, 8	319:1, 2, 8	319:1–3, 8	319:1–4, 8	319:1–4, 8, 9
28	37:1	37:1	37:1, 2	37:1–3	37:1–4	37:1–4
	(302)	(302)	(302)	(302)	(302)	(302)
29	297:5	382:½ of 7	382:7	382:1, 7	382:1, 2, 7	382:1–3, 7
30	306:½ of 1	306:1	306:1, 2	306:1–3	306:1–4	306:1–4
	(427)	(427)	(427)	(427)	(427)	(427)
31	319:8	382:7	223:1	230:1	230:1, 2	230:1–3
				223:1	223:1	223:1
32	306:1	306:1	325:1	325:1, 2	325:1–3	325:1–4
	(427)	(427)	(220)	(220)	(220)	(220)
33	319:½ of 1	341:½ of 1	341:1, 2	341:1–3	341:1–4	341:1–5
34	540:1	540:1, 2	40:1	40:1, 2	40:1, 2, 7	40:1, 2, 7, 8
	(370)	(370)	(368)	(368)	(368)	(368)
35	319:1	341:1	433:7	433:1, 7	433:1, 2, 7	433:1–3, 7
36	540:2	540:1–3	540:1–4	540:1—4	540:1–4	540:1–4
	(370)	(370)	(370)	(370)	(370)	(370)
				472:1	472:1, 2	472:1–3

Number of Stanzas: —

	1. Grade	2. Grade	3. Grade	4. Grade	5. Grade	6. and 7. Grades
German:	3	5	10	16	22	28
English:	5	6	12	18	24	28
	8	11	22	34	46	56
			TOTALS			
German:	14	23	36	50	66	81
English:	15	23	39	54	71	83
	29	46	75	104	137	164

G. Catechism

(Two Periods a Week.)

1. The Aim

a. To memorize the text of the Catechism and the proof-texts.

b. To understand what has been memorized.

Remarks (a)

The text of Luther's Small Catechism sets forth the chief parts of the Christian doctrine, and the Bible-passages verify the text. The two form the basis of all our religious instruction in school. Hence both should be well memorized.

Remarks (b)

The language of Luther's text is simple. Yet there are words that need to be explained. The teacher should make sure that every word is perfectly clear to the pupils. (Lindemann's *Scholia* or *Was*

sagen die Worte? are excellent helps in this respect.) Making plain the words (*Worterklaerung*) is the key to explaining the subject-matter (*Sacherklaerung*). Moreover, the pupils must be led to see that every thought in the text has its source in Scripture. For this reason also the proof-texts must be explained (*Sprucherklaerung*), so that the pupils are able to verify the Lutheran doctrine contained in the text. All this is done in the catechization and requires careful, conscientious, prayerful preparation.

2. Suggestions

a. The teacher must be not merely orthodox, but also vitally interested in both the Catechism and the children, teaching according to their specific needs and avoiding generalities.

b. Endeavor to arouse love for the Catechism by pointing out that it teaches the way of salvation.

c. The teacher should, if at all possible, write the entire catechization. If he cannot do this, he must at least have a definite outline and know exactly what specific doctrine to teach and what points to emphasize.

d. Make use of the Bible History illustrations referred to in the text-book.

e. See Suggestions 3—8 under General Rules and Suggestions. (Appendix.)

3. Division of Subject-Matter into Periods

NOTE. — The division of the subject-matter into periods is intended to serve as a guide to show how to complete the course in two years and to bring about greater uniformity in our schools.

The following illustration will show at a glance how the Six Chief Parts have been distributed over the 66 periods of each year.

First Year

	1. Chief Part	*1. Article*	*2. Article*	*Total*
Periods:	32	13	21	66

Second Year

	Introduction	*3. Article*	*3. Chief Part*	*4. Chief Part*	*5. Chief Part*	*6. Chief Part*	*Total*
Periods:	4	17	17	11	6	11	66

(A) FIRST YEAR

First Chief Part and First and Second Articles of Second Chief Part

(For school-years beginning in odd-numbered calendar years.)

FIRST CHIEF PART

Periods	*Qus. in Catechism*
	Introduction
1	1—3, 6
2	4, 5
3	7—12
4	1—12
	1. Com.
5	13—15
6	16
	2. Com.
7	17—22
8	23—26
9	27, 28
	3. Com.
10	29—34
11	35
12	13—35
	4. Com.
13	36—40
14	41, 42
15	43, 44
	5. Com.
16	45—47
17	48
18	36—48
	6. Com.
19	49—52
20	53—55
	7. Com.
21	56—59
22	60, 61
23	49—61
	8. Com.
24	62—68
25	69—72
	9. and 10. Com.
26	73—76
27	77—81
	Close of Commandments
28	82—89
29	62—89
	Purpose of the Law
30	90, 91
	Of Sin
31	92—97
32	90—97

FIRST ARTICLE

Periods	*Qus. in Catechism*
33	98—101
34	102—104
35	105, 106
36	98—106
37	107, 108
38	109, 111
39	112, 114
40	115
41	107—115
42	116—119
43	120, 121
44	122—125
45	116—125

SECOND ARTICLE

Periods	*Qus. in Catechism*
46	126—130
47	131, 132
48	133
49	134, 135
50	126—135
51	136—138
52	139, 140
53	141
54	142
55	136—142
56	143—149
57	150—154
58	155—158
59	143—158
60	159—161
61	162, 163
62	164, 165
63	159—165
64	166
65	167
66	166, 167

(B) SECOND YEAR

Third Article of Second Chief Part

Third to Sixth Chief Parts

(For school-years beginning in even-numbered calendar years.)

NOTE. — The first four periods may be devoted to the previous year's work in order to give those pupils who did not attend school that year a better start and those who did attend a proper connection between the previous year's work and that of this year.

Periods	*Periods*	*Periods*	*Periods*
1. Qus. 1—3, 6	2. Qus. 4, 5	3. 1. Chief Part	4. 1. and 2. Articles

THIRD ARTICLE

Periods	Qus. in Catechism
	Of the Holy Ghost
5	168—173
6	173—176
7	177, 178
8	179, 180
9	181—183
10	168—183
	Of the Church
11	184—189
12	190—192
13	193
14	184—193
	Forgiveness of Sins
15	194—196
16	197—200
17	194—200
	Resurrection
18	201—203
	Eternal Life
19	204, 205
20	206, 207
21	201—207

THE LORD'S PRAYER

Periods	Qus. in Catechism
	Prayer in General
22	208—210
23	211—213
24	214—216
25	208—216
	Introduction
26	217—223
	First Petition
27	224—230
	Second Petition
28	231—235
	Third Petition
29	236—239
30	240, 241
31	217—241
	Fourth Petition
32	242—244
33	245—247
	Fifth Petition
34	248—253
	Sixth Petition
35	254—259
	Seventh Petition
36	260—262
	Conclusion
37	263—268
38	242—268

SACRAMENT OF HOLY BAPTISM

Periods	Qus. in Catechism
39	269—270
	First
40	271—275
41	276—279
42	280, 281
	Secondly
43	282—285
44	286, 287
45	269—287
	Thirdly
46	288—291
	Fourthly
47	292—295
48	296—299
49	288—299

OFFICE OF THE KEYS AND CONFESSION

Periods	Qus. in Catechism
50	300—304
51	305, 306
52	307—311
53	312—315
54	316—319
55	300—319

SACRAMENT OF THE ALTAR

Periods	*Qus. in Catechism*	*Periods*	*Qus. in Catechism*	*Periods*	*Qus. in Catechism*
	First		*Secondly*		*Fourthly*
56	320—324	61	334—337	64	343—346
57	325—328	62	338	65	347—351
58	329, 330			66	334—351
59	331—333		*Thirdly*		
60	320—333	63	339—342		

H. Bible History

(Three Periods a Week.)

1. Introductory Remarks

Bible History is the history of the kingdom of God on earth as recorded in the Bible. It shows how God consistently kept in view, and carried out, His great plan of saving mankind through faith in Christ Jesus. This truth must ever be the center of all Bible History instruction.

2. The Aim

The aim is not to present doctrines, but to inculcate the stories in the words of the Bible. All other features are but means to this end.

3. Suggestions

a. The Bible-stories are easily understood and remembered. Yet the teacher must prepare each lesson conscientiously if the pupil is to derive the full benefit from them.

b. The outstanding feature in teaching Bible History is to tell the story properly. This is best done in the language of the Bible.

c. In every lesson unfamiliar expressions must be explained. But guard against overexplaining. Whether these explanations should be given during or at the end of the story, must be left to the discretion of the teacher. (Cf. Simon's *Hilfsbuch zur Biblischen Geschichte* and Rupprecht's *Bible History References.*)

d. Never be satisfied if only a few select ones answer. Have the whole class take part. Even the little ones should answer simple questions. Pupils must always answer in complete sentences.

e. See "Suggestions 3 to 8" under General Rules and Suggestions.

f. Make the necessary applications. They must be brief, simple, and clear. Combine them with the Scripture-passage or stanza.

g. The story learned in one period should be reproduced by the pupils in the next. Have them understand, however, that this is not mere memory work, but a story which they should tell in their own words. Encourage even the little ones to repeat what they may remember of the story.

h. Ask the pupils to read at home the chapters or sections correlating with the story, so that they may be all the better prepared for their lesson.

i. It is claimed that we remember two-tenths of what we hear and five-tenths of what we see. VISUAL EDUCATION therefore holds an important place in the teacher's profession. It can be used to good advantage in teaching Bible History. A good picture is an excellent aid in arousing interest, elucidating the story, and impressing it on the mind. No lesson should pass without a brief reference to the picture. We should, however, not be satisfied with the small picture in the book. No school equipment is complete without a set of large Biblical pictures, such as the Picture Rolls of Concordia Publishing House.

These large pictures should not be on display during the time a story is discussed and studied. Experience proves that the picture is most profitably shown immediately after the lesson.

j. The maps will stimulate the interest of the pupils and help them to understand and remember the story; but never make a geography lesson out of the Bible History period.

k. Teach your pupils to pronounce all proper nouns correctly by acquainting them with the key to the pronunciation.

l. The courses given below extend over two years and have been arranged somewhat according to the church-year and in such a way that the more important stories are studied each year.

The "First Year" courses should be studied in those school-years which begin in *odd-numbered calendar* years and the "Second Year" courses in *even-numbered calendar* years.

4. One-Language Classes

a. One-teacher Schools; Lower Grades of Schools with More than One Teacher

Text-book: *Elementary Bible History*

NOTE 1. — The lessons on *Ascension* and *Pentecost* are marked with an asterisk (*) and should be studied immediately before the respective festival.

FIRST YEAR

(1) Beginning of School-Year to Christmas

(9 Weeks — 27 Periods.)

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
1	1	4	4	7	6	10	9
2	2	5	5	8	7	11	6–9
3	3	6	1–5	9	8		

NEW TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
12	1	16	5	20	8	24	11
13	2	17	1–5	21	9	25	12
14	3	18	6	22	6–9	26	13
15	4	19	7	23	10	27	10–13

NOTE 2. — The remaining periods before Christmas may be devoted to practising Christmas programs, or where Christmas programs are not practised during school-hours, they may be used either for further reviews or for continuing the course uninterruptedly. — Should the time before Christmas be too short for all the lessons listed, some of those not pertaining to the Christmas season may be deferred possibly till after Pentecost.

(2) New Year to about Lent

(8 Weeks — 25 Periods.)

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
28	14	35	20	41	25	47	30
29	15	36	21	42	26	48	31
30	16	37	22	43	27	49	32
31	17	38	23	44	28	50	33
32	18	39	24	45	29	51	34
33	19	40	20–24	46	25–29	52	30–34
34	14–19						

(3) Lent to End of School-Year

(13 Weeks — 39 Periods.)

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
53	35	59	40	64	43	69	47*
54	36	60	38–40	65	44	70	48
55	37	61	41	66	45	71	49
56	35–37	62	42	67	46*	72	50
57	38	63	41, 42	68	43–46	73	47–50
58	39						

* See Note 1, page 54.

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
74	10	79	14	84	18	88	21
75	11	80	15	85	19	89	22
76	12	81	13–15	86	16–19	90	23
77	10–12	82	16	87	20	91†	20–23
78	13	83	17				

† NOTE 3. — The remaining periods of the school-year may be devoted to a general review.

SECOND YEAR

(1) Beginning of School-Year to Christmas

Lessons 1—27 are the same as the first 27 lessons listed for "First Year" on page 54.

(2) New Year to about Lent

(7 Weeks — 21 Periods.)

NEW TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
28	23	29	24

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
30	24	35	28	40	32	45	33–35
31	25	36	29	41	30–32	46	36
32	26	37	27–29	42	33	47	37
33	24–26	38	30	43	34	48	36, 37
34	27	39	31	44	35		

(3) Lent to End of School-Year

(13 Weeks — 38 Periods.)

NEW TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
49	32	55	38	60	41	65	45
50	34	56	36–38	61	42	66	43–45
51	35	57	39	62	41, 42	67	46*
52	32, 34, 35	58	40	63	43	68	47*
53	36	59	39, 40	64	44	69	46, 47
54	37						

* See Note 1, page 54.

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
70	38	75	42	79	45	83	48
71	39	76	43	80	46	84	49
72	40	77	41–43	81	44–46	85	50
73	38–40	78	44	82	47	86†	47–50
74	41						

† See Note 3 on preceding page.

b. Upper Grades of Schools with More than One Teacher

Text-book: *Comprehensive Bible History*

FIRST YEAR

(1) Beginning of School-Year to Christmas

(8 Weeks — 25 Periods.)

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
1	1	3	3	5	5	7	1–6
2	2	4	4	6	6		

NEW TESTAMENT

Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book
8	1	13	1–5	18	10	22	13
9	2	14	6	19	6–10	23	14
10	3	15	7	20	11	24	15
11	4	16	8	21	12	25	11–15
12	5	17	9				

(2) New Year to about Lent

(9 Weeks — 27 Periods.)

Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book
26	16	33	22	40	28	47	34
27	17	34	23	41	29	48	35
28	18	35	24	42	30	49	36
29	19	36	25	43	26–30	50	31–36
30	20	37	21–25	44	31	51	37
31	16–20	38	26	45	32	52	38
32	21	39	27	46	33		

(3) Lent to End of School-Year

(13 Weeks — 39 Periods.)

Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book
53	39	63	47	73	56	83	64
54	40	64	48	74	52–56	84	65
55	41	65	49	75	57*	85	66
56	37–41	66	50	76	58*	86	62–66
57	42	67	51	77	59	87	67
58	43	68	47–51	78	60	88	68
59	44	69	52	79	61	89	69
60	45	70	53	80	57–61	90	70
61	46	71	54	81	62	91†	67–70
62	42–46	72	55	82	63		

* See Note 1 on page 54.

† See Note 3 on page 55.

SECOND YEAR

(1) Beginning of School-Year to Christmas

(9 Weeks — 27 Periods.)

OLD TESTAMENT

Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book
1	1	7	10	13	15	19	16–19
2	2	8	11	14	12–15	20	20
3	3	9	7–11	15	16	21	21
4	7	10	12	16	17	22	22
5	8	11	13	17	18	23	23
6	9	12	14	18	19	24	20–23

NEW TESTAMENT

Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book
25	4, 5	26	6	27	7

See Note 2 on page 55.

(2) New Year to about Lent

(8 Weeks — 25 Periods.)

OLD TESTAMENT

Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book
28	24	35	30	41	35	47	40
29	25	36	31	42	36	48	41
30	26	37	32	43	37	49	42
31	27	38	33	44	38	50	43
32	28	39	29–33	45	39	51	44
33	24–28	40	34	46	34–39	52	40–44
34	29						

(3) Lent to End of School-Year

(13 Weeks — 39 Periods.)

NEW TESTAMENT

Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book
53	49	55	51	57	57*
54	50	56	52	58	58*

* See Note 1 on page 54.

OLD TESTAMENT

Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book	Study Period	Lesson in Text-book
59	45	68	53	76	55–59	84	66
60	46	69	54	77	60	85	67
61	47	70	50–54	78	61	86	68
62	48	71	55	79	62	87	65–68
63	49	72	56	80	63	88	69
64	45–49	73	57	81	64	89	70
65	50	74	58	82	60–64	90	Appendix
66	51	75	59	83	65	91†	69–Appendix
67	52						

† See Note 3 on page 55.

5. Two-Language Classes

a. Lower Grades of Schools with More than One Teacher

(1) Explanatory Remarks and Suggestions

(a) The courses that follow are based on the German text-book and have been arranged on the assumption that, as a rule, a lesson is studied in German and in English alternately. No further reviews are given.

(b) Where the contents of one lesson in the German text is distributed over two (or more) in the English, the teacher may take both of the English lessons, or either one of them, or the essential parts of both in one English period.

FIRST YEAR

(1) Beginning of School-Year to Christmas

(9 Weeks — 26 Periods; 13 for each language.)

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
1	1	2	2	3	3

NEW TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
4	1	7	4	10	7	12	9
5	2	8	5	11	8	13*	10
6	3	9	6				

* See Note 2 on page 55.

(2) New Year to about Lent

(8 Weeks — 24 Periods; 12 for each language.)

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
14	11	17	14	20	17	23	20
15	12	18	15	21	18	24	21
16	13	19	16	22	19	25	22

(3) Lent to End of School-Year

(13 Weeks — 40 Periods; 20 for each language.)

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
26	28	30	34	33	37	36	40
27	31	31	35	34	38	37	41*
28	32	32	36	35	39	38	42*
29	33						

* See Note 1 on page 54.

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
39	23	41	25	43	27	45†	30
40	24	42	26	44	29		

† See Note 3 on page 55.

SECOND YEAR

(1) Beginning of School-Year to Christmas

(9 Weeks — 26 Periods; 13 for each language.)

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
1	1	4	4	7	7	10	10
2	2	5	5	8	8	11	11
3	3	6	6	9	9		

NEW TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
12	5, 6	13	10

See Note 2 on page 55.

(2) New Year to about Lent

(8 Weeks — 24 Periods; 12 for each language.)

NEW TESTAMENT

Study Period	*Lesson in Text-book*
14	23, 26

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
15	12	18	15	21	18	24	21
16	13	19	16	22	19	25	22
17	14	20	17	23	20		

(3) Lent to End of School-Year

(13 Weeks — 40 Periods; 20 for each language.)

NEW TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
26	31	28	37	30	40	32	42*
27	32	29	39	31	41*		

* See Note 1 on page 54.

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
33	23	37	27	40	30	43	33
34	24	38	28	41	31	44	34
35	25	39	29	42	32	45†	35
36	26						

† See Note 3 on page 55.

b. One-Teacher Schools; Upper Grades of Schools with More than One Teacher

(1) Explanatory Remarks and Suggestions

(a) See suggestions (a) and (b) on page 58.

(b) Since the course is to be completed in two years, not all the lessons contained in *Biblische Geschichten fuer Mittelklassen* can be included. The selection below has been made principally according to the course contained in *Biblische Geschichten fuer Unterklassen.* However, the former text-book contains 52 stories more than the latter, and of these 52 there are some that must be classed as *essential* and should therefore be included. To do this, it was necessary occasionally to list two lessons for one study period.

Pupils of the lower grades of one-teacher schools will, of course, be expected to study only one lesson for each period.

(c) Since the English text does not contain all the lessons of the German text, the list is arranged accordingly. This will give more time for the German und will make it possible either to study in two periods the two lessons listed for one period or to distribute over two periods some of the longer lessons listed for one period or to select lessons not listed. (See Nos. 38, 52, etc.)

If a lesson is very long, as, for instance, Lesson 33 in the Old Testament, the teacher may omit sections he considers non-essential.

FIRST YEAR

(1) Beginning of School-Year to Christmas

(8 Weeks — 22 Periods; 11 for each language.)

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
1	1	2	2	3	3

NEW TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
4	1	6	3	8	5	10	7
5	2	7	4	9	6	11*	8, 9

* See Note 2 on page 55.

(2) New Year to about Lent

(8 Weeks — 24 Periods; 12 for each language.)

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
12	11, 12	15	18, 19	18	29	21	33
13	14	16	21, 22	19	30, 31	22	36
14	17	17	24, 28	20	32, 34	23	37

(3) Lent to End of School-Year

(14 Weeks — 44 Periods; 22 for each language.)

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
24	43	28	52	32	56	36	60
25	49	29	53	33	57	37	61*
26	50	30	54	34	58	38	62*
27	51	31	55	35	59		

See Note 1 on page 54.

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
39	65	41	39, 40	43	45, 46	45†	48
40	66	42	42	44	47		

† See Note 3 on page 55.

SECOND YEAR

(1) Beginning of School-Year to Christmas

(9 Weeks — 28 Periods; 14 for each language.)

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
1	1	4	4	7	8	10	11
2	2	5	5	8	9	11	13
3	3	6	7	9	10	12	14

NEW TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
13	5, 7	14*	8, 9

* See Note 2 on page 55.

(2) New Year to about Lent

(8 Weeks — 24 Periods; 12 for each language.)

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
15	17	17	19	19	21	21	23
16	18	18	20	20	22		

NEW TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
22	50	24	56	25	61*	26	62*
23	54						

* See Note 1 on page 54.

(3) Lent to End of School-Year

(13 Weeks — 38 Periods; 19 for each language.)

OLD TESTAMENT

Study Period	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*	*Study Period*	*Lesson in Text-book*
27	25	33	34**	38	46	42	53
28	26	34	39	39	47	43	54
29	28	35	40	40	50	44	58
30	30	36	41	41	51	45†	59
32	33	37	45				

† See Note 3 on page 55.

** Certain portions of lessons omitted in the list ought to be studied, as, for instance, the first part of Lesson 35, which may be taken in connection with Lesson 34.

II. SINGING AND MUSIC

(Singing, two periods a week; Music, one period.)

A. Introductory Remarks

Music, especially singing, holds a prominent place in the curriculum of our schools, because the Scriptures call upon us to "make a joyful noise unto the Lord" and because music, "the handmaid of religion," exerts a cultural influence.

Even in the judgment of eminent non-Lutheran musicians our Church possesses an unsurpassed treasure of hymns and chorals and a unique and unparalleled type of good music. It should be our concern to transmit this heritage to our children.

B. Aims

To guide the pupil —

1. To regard the fine art of music as a precious gift of God;
2. To develop his musical gifts;
3. To use this fine art to glorify God and to edify man.

C. Suggestions

1. Show from the Bible that God wants us to sing and praise Him with instruments. (Ps. 150, 1. 2; 147, 7; 98, 4—6; 96, 1. 2; Ex. 15, 1. 2. 20. 21; Eph. 5, 19.)

2. Acquaint the pupils with Luther's attitude to music.

3. Awaken interest by being interested yourself and cultivate the musical taste by using only good music and by counteracting and discouraging debasing and sinful music.

4. If the teacher would achieve good results, he must use his own voice properly, play and sing crrectly and harmoniously, and avoid all discordant tones.

5. Do not permit the children to shout and strain their voices. Guide them to use their voice in a natural, effortless way.

6. Use one of the periods set aside for singing (see Daily Recitation Plan) for testing voices, acquainting the pupils with the notes, accustoming the children to sing individually, etc. (The Tune Edition of the hymn-book offers good opportunity for this.) Devote the other period of the week to singing for enjoyment, using mainly such songs as are familiar to the pupils.

7. Have the children sing the hymns they have memorized; as many of the tunes used in our hymn books as possible; also a number of the religious, patriotic, nature, and folk-songs offered in our *Liederperlen* and in Theiss's *Select Songs*.

8. Teach the children to sing correctly the antiphons, responses, amens, and other parts of the liturgical service.

9. Two-part songs may be practised in the upper grades, but it must not be overdone. The singing of three-part songs is not recommended.

10. Impress upon the children the fact that they have a fine opportunity to use their musical talent in congregational and choir-singing; also, singing at home and at social gatherings.

11. The course *Rudiments of Music* is intended to be used during the ten minutes set aside on the daily recitation plan for "Music." Beginning with the fifth grade, each pupil ought to have a printed copy of the course.

Follow the course. Insist that the rules on the last page be observed in singing.

12. The pupils of the upper grades should hear something about the great musicians and composers through whom the Lord gave us our music. Such biographic information helps to arouse musical interest.

a. *Bach.* The greatest of all musicians was a sincere Christian and a Lutheran: Johann Sebastian Bach (1685—1750). "The greatest composer of all times," "the Father of Music," the High Priest of Church Music," "the inventor of modern music," are some of the terms which usually follow his name wherever it appears in print.

b. *Other great masters* are: Beethoven, Haendel, Haydn, Mozart, Mendelssohn, Wagner, Schubert, Schumann, Chopin, and Verdi.

c. The pupils' attention may be called to some of the foremost composers and musicians of our Synod.

d. Layritz, Brauer, and Hoelter gave us the elegant and classic, yet simple harmonization of our chorals.

III. HISTORY OF THE REFORMATION

(Grades 4—7. One Period a Week.)

A. Introductory

1. Why Reformation History in Our Schools?

The Reformation is an epochal event of the first magnitude, and the results are so far-reaching, so many-sided, and of such amazing proportions that, even from a secular point of view, no one is well educated unless he possesses a fair knowledge of the principal issues and developments of the Reformation.

But that is not the main reason for including this subject in the curriculum of our schools. The Reformation is truly a work of God, which reveals His wonderful goodness and grace toward man as in no other event since the days of the apostles.

Before speaking to the pupils about the *Reformation,* tell them first a few things about

a. the *formation* (Pentecost) and

b. the *deformation* (during the succeeding centuries) of the Christian Church.

2. The Reformation Not of Man

God was the Author, His Word the means, and Luther the instrument.

a. To man a reformation seemed impossible. The Pope dominated the consciences of men and suppressed the truth by means of the ban, the interdict, and death at the stake (Savonarola, Huss, Wyclif, the Waldenses).

b. God in His Word foretold the Reformation, Rev. 14, 6—12. (See also 2 Thess. 2, 3—12: the Antichrist foretold).

c. God shaped the trend of events (invention of printing, revival of learning) and prepared His instrument, Martin Luther.

d. God's Word was the means by which He, through Luther, brought about a thorough and lasting Reformation.

3. Blessings of the Reformation

a. The Open Bible.

b. The Small Catechism.

c. Our church-hymns.

d. Elementary schools. (Compare Luther's famous *Letter to the Mayors and Aldermen of All the Cities of Germany in Behalf of Christian Schools.*)

e. Purity of Doctrine.

f. Liberty of Conscience.

g. Civil Liberty.

4. How We May Show Our Gratitude for Our Heritage

a. By "searching the Scriptures" diligently and adhering to the Word faithfully.

b. By spreading sound Lutheranism.

c. By being vigilant against the Roman menace in particular and errorism in general.

d. By holding Luther in proper honor and esteem, Heb. 13, 7. (Reformation Day, children's program, etc.)

B. Text Assignments

(Based on a two-year course.)

1. Suggestions

a. First the contents of a lesson should be discussed briefly. Then the pupil should read the text carefully in private. In the next period the pupils of Grades 6 and 7 should give an oral account of the lesson to make sure that they have read it.

b. For the sake of greater uniformity the first half of the course may be studied in odd-numbered and the second half in even-numbered calendar years.

c. The first two lessons of each year are intended to be devoted to the introduction in general.

(A) First Year (Chapters 1—10)

(Suggested for odd-numbered calendar years.)

Lesson 1: A. and B. of Introductory

Lesson 2: C. and D. of Introductory

Lesson	Section	Lesson	Section	Lesson	Section	Lesson	Section	Lesson	Section
Chapter 1		Chapter 2		Chapter 3		Chapter 4		Chapter 5	
3	1	6	1	10	1	12	1	15	1
4	2	7	2	11	2	13	2	16	2
5	3	8	3			14	3	17	3
		9	4					18	4

Lesson	Section	Lesson	Section	Lesson	Section	Lesson	Section	Lesson	Section
Chapter 6		Chapter 7		Chapter 8		Chapter 9		Chapter 10	
19	1	21	1	24	1	27	1, 2	30	1
20	2	22	2	25	2	28	3	31	2, 3
		23	3	26	3	29	4	32	4

(B) Second Year (Chapters 11—20)

(Suggested for even-numbered calendar years.)

Lesson 1: A. and B. of Introductory

Lesson 2: C. and D. of Introductory

Lesson	Section	Lesson	Section	Lesson	Section	Lesson	Section	Lesson	Section
Chapter 11		Chapter 12		Chapter 13		Chapter 14		Chapter 15	
3	1	6	1, 2	10	1, 2	13	1	15	1
4	2, 3	7	3	11	3, 4	14	2	16	2, 3
5	4	8	4, 5	12	5, 6			17	4
		9	6, 7						

Lesson	Section	Lesson	Section	Lesson	Section	Lesson	Section	Lesson	Section
Chapter 16		Chapter 17		Chapter 18		Chapter 19		Chapter 20	
18	1	21	1	25	1, 2	28	1, 2	31	1
19	2	22	2	26	3	29	3	32	2
20	3	23	3	27	4	30	4		
		24	4, 5						

IV. HISTORY OF OUR SYNOD AND READING OF OUR CHURCH-PAPERS

A. History of Our Synod

1. Our children should know the history of our Synod —

a. That they may appreciate the grace of God which has given and preserved unto us the pure Word and the unadulterated Sacraments (Ps. 78, 1—6);

b. That they may be the better equipped and encouraged to carry on the work of our Synod which in the future will be entrusted to them.

Suggestions

1. *The Story of Our Church in America,* intended for Grades 5—7, contains 21 chapters. Devote one period to each chapter, except chapter 10, which should be distributed over three periods.

2. Recommend for private reading *Lutheran Pioneers,* by Th. Graebner, and *The Building of a Great Church,* by W. G. Polack. Get a copy of each for your school library.

B. Reading of Church-Papers

1. Each month one period should be devoted to Reading of Our Church-papers (cf. Appendix — Text-books): —

a. To train our pupils in a systematic way to become diligent readers of our church-papers;

b. To give them the benefits resulting therefrom: —

(1) To become more fully informed on Lutheran doctrine and practise, better acquainted with the contemporaneous history, and more able to judge all things in the light of Scripture;

(2) To become personally more interested in Synod's work, its mission-fields, colleges, seminaries, schools, institutions of charities, etc.;

(3) To be warned against the enemies of the faith (lodgism, unionism, indifferentism).

Suggestions

1. Strive to make it as delightful and instructive as possible. Let it be a period of pleasant conversation rather than of dry recitation.

2. Occasionally read, or refer to, articles of interest appearing in the *Lutheran Witness, Der Lutheraner,* and other periodicals to encourage reading our church-papers at home.

3. Suggest that a year's subscription for a church-paper is a splendid gift for a classmate, friend, relative, catechumen, etc.

4. Equip the school library with a goodly supply of books from the literature collected by Synod's Juvenile Literature Board.

V. OUR LUTHERAN CHURCH

(Grades 6 and 7 — One Period a Week.)

In one-teacher schools this subject may be one of the studies for the "Miscellaneous periods; or, if the teacher prefers, it may alternate with either the History of the Reformation or the History of Our Synod. For schools with more than one teacher see Recitation Plan.

LESSON 1

A. Introductory Remark

In order to enable the pupils all the better to understand, love, and defend their Church, they should be acquainted with its Confessions, its Liturgy, its Customs, and its Calendar.

B. The Confessions of Our Lutheran Church

1. Why Our Pupils Should Be Familiar with Them

a. Our Confessions show that our Lutheran Church has plainly and consistently adhered to the clear and truthful teaching of God's own revelation and that many of the errors which have sprung up in modern times are simply a repetition of old heresies.

b. Every member of our Lutheran Church is expected to accept not only the Bible, but also the Confessions.

c. Our children will not only pledge themselves to adhere to the Lutheran Confessions (Confirmation), but, in later years, will exact such a pledge of their ministers and teachers.

d. Allegiance to our Lutheran Church ought to be a matter of intelligence, and not merely of custom.

LESSON 2

2. What They Are

Our Lutheran Confessions, or Creeds, show how we understand and interpret the Bible. They are nothing but the presentation of the teachings of the Holy Scriptures and therefore the voice of the Christian Church, repeating what Christ and the apostles have taught. They are also known as Symbols, *i. e.*, marks or signs by which the followers of the Christian religion and the Lutheran Church are distinguished from the followers of other religions and denominations.

In their order of succession these Confessions are: —

a. The Apostles' Creed.
b. The Nicene Creed.
c. The Athanasian Creed.
d. The Unaltered Augsburg Confession.
e. The Apoloy.
f. The Smalcald Articles.
g. Luther's Small Catechism.
h. Luther's Large Catechism.
i. The Formula of Concord.*

* Of these nine Confessions the first three existed before the Reformation and are known as Ecumenical (general, universal) Symbols because the truths which they contain are believed and confessed by all Christians.

LESSON 3

a. The Apostles' Creed

The Apostles' Creed bears this name because it is a clear and condensed summary of the doctrine of the apostles as found in the New Testament. It had its origin in the formula of Baptism.

Though containing expressions which were in use in the time of the apostles and existing in a shorter form before the year 150 A. D., the Apostles' Creed in its present form was not completed before the end of the fifth century.

In the Third Article, Luther substituted the word "Christian" for "catholic" (universal) to obviate the misconception that reference is here made to the Roman Catholic Church.

LESSON 4

b. The Nicene Creed

The Nicene Creed received its name from the Council (general convention) of Nicaea, Asia Minor (325 A. D.). Its present form it received from the Second Ecumenical Council, held at Constantinople (381 A. D.). The Third Ecumenical Council at Toledo, Spain (589 A. D.), inserted the phrase "and the Son" in the statement concerning the Holy Ghost.

The Nicene Creed was adopted by the Council of Bishops as a symbol against the Arian heresy, which denied that Christ is true God. The chief and successful opponent of Arius was Athanasius, a young deacon, also of Alexandria.

LESSON 5

Devote this lesson to the reading and a brief discussion of the Nicene Creed.

LESSON 6

c. The Athanasian Creed

The Athanasian Creed is said to be the most explicit statement of the doctrines of the Trinity to be found in the literature of the Church. Luther says of it: "I doubt if since the days of the apostles anything more important has ever been written in the Church of the New Testament."

Since this Creed was formulated not earlier than the year 450, Athanasius cannot be the author. He died in the year 373. It is called Athanasian because it embodies his teachings.

LESSON 7

Devote this lesson to the reading and to a brief discussion of the Athanasian Creed.

LESSON 8

Review briefly Lessons 1—7.

LESSON 9

d. The Augsburg Confession

This confession was presented to Emperor Charles V at the Diet, or *Reichstag* (imperial diet), of Augsburg in the year 1530. Acting upon the proclamation of the emperor, Elector John of Saxony, on March 14, requested Luther, Jonas, Bugenhagen, and Melanchthon to draw up a document treating especially of "those articles on account of which division, both in faith and in other outward church customs and ceremonies, continues." Melanchthon wrote the confession, basing it on material prepared by Luther. It was written in the German and Latin languages. The German copy was read publicly by Chancellor Beyer on June 25, 1530.

The Augsburg Confession is divided into two parts: —

(1) "The chief articles of faith" (1—21);

(2) "Articles in which are reviewed the abuses which have been corrected" (22—28).

In 1540 Melanchthon published a Latin text with some alterations, making concessions to the Reformed Church, especially in the article on the Lord's Supper. We hold to the Unaltered Augsburg Confession (U. A. C.).

LESSON 10 and 11

Devote these two lessons to the reading and to a brief discussion of a number of articles and encourage the pupils to read the entire Augsburg Confession.

LESSON 12

e. The Apology

On the day after the Augsburg Confession had been read, the emperor instructed the papists to prepare an answer, a confutation. On July 12 or 13, 1530, they presented an answer which was returned to them as a "miserable, bulky botch," a "bungling document," to be rewritten. After five such attempts their "Confutation" was read before the diet, August 7, 1530.

Melanchthon and others took notes when the "Confutation" was read and prepared a reply, a defense of the Augsburg Confession, known as the Apology. The diet, on September 22, refused them permission to read it. — Rewritten and enlarged, it was adopted as a confession by the Lutheran princes and theologians.

Only those articles which the "Confutation" rejected are discussed extensively.

LESSON 13

f. The Smalcald Articles

Because the Pope had called a general council to meet on May 8, 1537, at Mantua, Italy, to attempt "the utter extirpation of the poisonous, pestilential Lutheran heresy," Elector John Frederick of Saxony requested Luther to draw up a confession in which the attitude of the Protestants towards Rome should be restated. In 1537 the chief Lutheran theologians signed these articles in the city of Smalcald.

The Smalcald Articles consist of three main parts: —

(1) Four articles on the divine majesty;

(2) Four articles on the office and work of Jesus Christ;

(3) Fifteen articles of doctrine "to be discussed with reasonable men (not the papists, for they do not care about them)."

Furthermore, they contain a "Treatise on the Power and Primacy of the Pope," drawn up by Melanchthon at Smalcald at the suggestion of the Lutheran princes.

LESSON 14

g. and h. The Small and the Large Catechism of Luther

Both the Small and the Large Catechism of Luther, written in 1529, treat the chief parts of the Christian doctrine.

The Small Catechism, intended primarily for children, renders service also to parents, teachers, and ministers for their own instruction and edification and serves in an admirable manner as a textbook for the successful instruction of those entrusted to their care.

It presents the great vital truths of the Bible in such a simple, but clear way that every child is able to grasp them.

Some interesting facts concerning it: —

a. It is now 400 years old as a text-book.

b. In 1929 (its four-hundredth anniversary) it had been translated into 137 languages.

c. Only the Bible exceeds it in the number of copies sold.

NOTE. — Here cite a few well-chosen quotations about the value of the Small Catechism.

The Large Catechism, intended particularly for teachers and ministers, is a more detailed and exhaustive discussion of the chief parts of the Christian doctrine.

LESSON 15

i. The Formula of Concord

After Luther's death, in 1546, bitter controversies arose. Prominent Lutheran clergymen sought to settle them. This resulted in the writing of the Formula of Concord, completed in 1577.

It is essentially a restatement of the principal Lutheran doctrines discussed in the other confessions. Its purpose called for very explicit and complete statements of the doctrines at issue.

Our Lutheran Church possesses a treasure of inestimable value in these Confessions, collected and published in 1580 (Book of Concord).

LESSON 16

Review briefly Lessons 9—15.

C. Liturgics

LESSON 17

1. The Common Service

The "Common Service" contained in our English hymn-book is the official form of worship for our services in English. It is a reproduction of the Lutheran liturgies of the sixteenth and seventeenth centuries.

In our German hymn-book we have a similar, though shorter, form of public worship.

This matchless Common Service with its wonderful harmony, its beautiful significance, and its remarkable unity is the work of highest art. But it must be understood to be appreciated. Therefore we should lead the pupils of the upper grades to understand the significance of the various parts. Ignorance on this point is one of the causes why we have so little uniformity in the liturgical part of our services. Though "no church should condemn another because one has less or more external ceremonies not commanded by God than the other" (Form. Conc., Art. X), yet we should strive for uniformity of liturgy "that the unity of the Christian people may be affirmed also by such external things as otherwise are not necessary of themselves" (Luther). This is especially desirable to-day because of much travel, many joint services, conventions, etc.

LESSON 18

a. The Confession

The confession, at the beginning of the service, should "prepare the hearts of both minister and congregation for communion with God." If our worship is to be acceptable to God, we must be truly penitent.

b. The Introit

The Introit dates back to the services in the Temple, where two divisions of singers would sing psalms responsively.

With the Introit the congregation enters on the service proper. It consists of the Antiphon, one or more verses of a psalm, and the Gloria Patri. These verses are a summary of the Scripture-lessons and the sermon; the Gloria Patri is the grateful response of the congregation.

c. The Kyrie

When the congregation begins to worship and praise God, it realizes that it must cry for help: "Lord, have mercy upon us." This is not a cry for forgiveness, but of lamentation and for help, on account of the many miseries attending this earthly life, to render acceptable worship to God.

LESSON 19

d. The Gloria in Excelsis

God hears His people's cry. But all help must come through Christ Jesus. Therefore they are directed to Him by the Gloria in Excelsis, in which they also express their joy over the fact that their prayer is heard.

e. The Salutation

After such assurance of forgiveness and of God's merciful assistance in their worship the pastor salutes the congregation ("The Lord be with you"), and in turn receives its salutation ("And with thy spirit").

f. The Collect

The congregation and the pastor now collect their desires into one short petition unto God, which is therefore called the collect.

Since the collect is to contain the joint desires of the congregation on one particular occasion, the Common Service has a different collect for every Sunday of the year.

LESSON 20

g. The Epistle- and the Gospel-Lessons

In the Epistle- and in the Gospel-lessons God gives what He promised in the Introit and what the congregation asked in the Collect.

The Epistle-lesson is principally the reading of a doctrinal portion of Scripture, which the congregation acknowledges by an utterance of praise, "Hallelujah," or a Hallelujah sentence.

The Gospel-lesson presents the Savior. Therefore, as soon as it has been announced, the congregation — like the angelic messengers

of old — breaks forth in a shout of joy. "Glory be to Thee, O Lord!" Since Christ Himself comes in the sacred Gospel, the congregation responds to its reading with the words, "Praise be to Thee, O Christ."

h. The Creed

The congregation responds to the reading of the Epistle- and Gospel-lesson by confessing the Apostles' Creed. Christ having spoken, we answer at once, *I believe.* Therefore, if the Creed is sung, the prelude and interludes should be omitted.

The Nicene Creed may be used on festival and Communion days.

i. The Sermon

The sermon is the climax of the entire service. It is so indispensable that without it the service would fail of its purpose. Therein God speaks to His people. The congregation, like unto Mary, is sitting at Jesus' feet, hearing His Word.

LESSON 21.

j. The Offertory

The Offertory has its origin in the offerings brought by the first Christians for the support of the ministry and for benevolent purposes to express also in a material way their gratitude for God's blessings.

Before these offerings are collected, the words "Create in me a clean heart, O God," etc., or other suitable words are sung; for the heart must first be cleansed if the gift is to be acceptable.

k. The General Prayer and the Lord's Prayer

Before going home the worshipers bring all their petitions before God in the General Prayer and in that most excellent of all prayers, The Lord's Prayer.

l. Doxology and Benediction

The worshipers praise the Lord, of whose goodness they have partaken, and take His blessings on their way.

LESSON 22

Review the lessons on the Common Service.

LESSON 23

2. The Holy Communion Service

a. Introduction

The Holy Supper should be celebrated in the chief service. The Communion service is introduced by the singing of a suitable hymn.

The Preface. The Salutation and Response open the new part of the service. The prefatory sentences are eucharistic, or thanksgiving prayers, culminating in the Sanctus.

The Sanctus (Holy, etc.), Is. 6, 3; Ps. 118, 26, is an exalted hymn of glorification of the Trinity and of Christ as the Messiah.

LESSON 24

b. Administration

The Lord's Prayer is especially fitting at the celebration of Communion since believers thereby become conscious of their adoption and their fellowship as members of the same body.

The Consecration. By means of the words of institution the bread and wine are consecrated, or set apart for sacred use, and the eating and drinking is distinguished from ordinary use, thus becoming a Sacrament.

The Pax (Peace be with you) is the risen Christ's greeting to the believers about to commune.

The Agnus Dei (Lamb of God) is a plea that Christ would grant His mercy and peace to the communicants.

The Distribution. With the words "Take eat," etc., "Take, drink," etc., distribution is made. The word "true" has been inserted before "body" and "blood" in the formula of distribution to prevent the intrusion of Reformed errors.

LESSON 25

c. Conclusion

The Nunc Dimittis ("Now lettest Thou depart"). The communicants give expression to the assurance that they may now "depart in peace" since they have received the seal of forgiveness, and they praise the Triune God for it.

The Thanksgiving. The thanksgiving collect, preceded by the thanksgiving versicle, is an expression of gratitude for the grace received and a prayer that it may redound unto true sanctification.

The Benedicamus ("Bless we the Lord") is an exhortation to praise the Lord.

The Benediction. This imparts the blessings of the Triune God and closes the service.

NOTE. — The sainted Rev. F. Lochner was a pioneer in bringing about correct liturgical forms in our Synod. See his book *Der Hauptgottesdienst.*

LESSON 26

Review the lessons on the Holy Communion Service.

The teacher may devote the remaining periods to some other subject, *e. g.,* to some of the time-honored customs and practises of our Lutheran Church. Thus we shall lead our children to a greater appreciation of such practises and help preserve them.

D. A Few Time-Honored Customs and Practises of Our Lutheran Church

1. Baptism in the Presence of the Congregation

Baptism should not be a mere family affair, but part of the service because —

a. This Sacrament deserves such high distinction.

b. It reminds the hearer of the heavenly gifts he received in Baptism.

Suggestion. — Admonish pupils to be attentive during the administration of Holy Baptism and not to leave before the close of the service.

2. The Clerical Gown

The gown is worn to signify that the preacher is set apart as the mouthpiece of Christ.

3. Altar, Crucifix, Candles, Pulpit, Baptismal Font

The altar occupies the most prominent position because it symbolizes God's presence. In prayer therefore the pastor turns toward it, while in addressing the congregation and pronouncing the benediction he faces the congregation.

The crucifix is a continuous reminder of Christ's great sacrifice on Calvary.

The lighted candlesticks recall "the night in which He was betrayed."

The pulpit, usually boxed in, is designed to divert the attention of the hearer from the person of the preacher.

The baptismal font is rightly placed close to the altar and in view of the congregation. (See first paragraph of this section.)

4. The Sign of the Cross

The sign of the holy cross is not a sort of charm, but a mere reminder of Christ's redemptive suffering and death on the cross.

5. Tokens of Reverence

The Bible does not command any special posture in prayer, but it does mention and recommend several, *e. g.,* kneeling and "lifting up holy hands."

Those commonly used in our Lutheran Church — and their meaning — are: *kneeling* as an acknowledgment of unworthiness; *standing* as a mark of reverence; *folding of hands* as a token of helplessness and dependence on God.

Other expressions of reverence are: the *bowing of the head* during the benediction, the *genuflection* and the bowing of the head at the approach to the Lord's Table.

6. Ringing the Church-Bells

The ringing of the bells *at the beginning of service* is, so to speak, a call from heaven: "Come and worship!"* The ringing on *Saturday evenings* should remind the members to prepare by meditation and prayer for the worship of the approaching Sunday. *Tapping the bells three times* or three times three after the ringing on Saturday indicates that the members of that church worship the Triune God. The tapping of the bells *during the Lord's Prayer* should remind people within reach — and particularly Christians who were unable to attend church — that now the congregation raises its hands and hearts in prayer to the Lord.

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* *Admonition for Pupils.* — One who without a good reason comes too late or leaves before the service is over commits an act of irreverence, disturbs his fellow-worshipers, and thus gives offense.

E. The Church-Year

The Church-year is divided into two periods, the festival and the non-festival period. The first begins with the first Sunday in Advent and closes with Trinity Sunday. It embraces the three great festivals, Christmas, Easter, and Pentecost, which emphasize the great facts of our salvation through Christ Jesus. The second period begins with the first, and ends with the last, Sunday after Trinity.

The four Sundays in *Advent* should prepare the Church for the advent of Christ, His coming into the flesh, celebrated on the joyous *Christmas-festival.* Eight days later, on *New Year's Day,* the Church commemorates the circumcision of the Christ-child. Six days later the *Epiphany-festival* commemorates the manifestation of the new-born King of the Jews to the Gentiles. (*Christmas Cycle:* from the first Sunday in Advent to the last Sunday after Epiphany, inclusive.)

On the Sunday after the first vernal full moon comes the oldest of all church-festivals, *Easter,* the festival of Christ's resurrection. This is preceded by *Good Friday,* the day of the Lord's crucifixion and death; by *Maundy Thursday,* when the Lord's Supper was instituted and the Savior was betrayed; by *Palm Sunday,* when He made His last, triumphal entry into the city of Jerusalem and the multitude spread palm-branches on His path. This week is known as *Holy Week.* The six weeks before Easter, beginning with *Ash Wednesday,* are observed as the season of *Lent.* Forty days after Easter occurs the *Ascension-festival,* commemorating Christ's visible ascension to heaven. (*Easter Cycle:* from Septuagesima — seventieth day before Easter — to Ascension.)

One week after Pentecost the Church observes *Trinity Sunday,* the festival of the "Trinity in Unity," of the Triune God.

Some Sundays of the church-year have special names, such as "Judica," "Rogate," etc. Others are numbered backward from Easter, such as "Quinquagesima," *i. e.,* the fiftieth day before Easter; "Sexagesima," sixtieth; "Septuagesima," seventieth. Still others are numbered forward from a special Sunday (Sundays in Advent, Epiphany, and after Trinity).

VI. SECULAR STUDIES

A. Secular Instruction in General

1. Introductory Remarks

The curriculum of our schools must embrace more than a thorough course of instruction in the fundamentals of the Christian religion outlined on the preceding pages. It must include also a well-planned and systematic course in the principal secular studies.

The introductory paragraphs of the various secular subjects suggest how these subjects may be presented from a Christian viewpoint.

2. The Need of a Good Secular Training

a. Our children are to become useful members of society in general and of the Church in particular. They must therefore acquire a knowledge not only of religion, but also of things temporal; they must learn the elementary arts of reading, writing, and figuring; they must develop their faculties and use them in the service of their neighbor, their Church, and their country. This end, however, cannot be attained except by means of the common secular studies. Without a good secular training the children must ever remain inefficient and go without a great many things in life that are eminently worth while.

b. Our republican form of government demands an intelligent and educated citizenry. The State therefore expects its citizens to give their children a good secular training. It even makes a reasonable amount of schooling compulsory. As loyal Christian citizens we should comply with the will and the laws of the State also in this respect, Matt. 22, 21; Rom. 13, 1—5.

3. The Nature of Secular Instruction in Our Schools

We maintain our Lutheran schools for the purpose of giving our children a *Christian* training. Hence all instruction, also in the secular subjects, in fact, the entire school-life, must be controlled by the Word of God and permeated by the Christian spirit.

4. Aims

a. To impart such practical knowledge and skill as will best equip the pupil for this life;

b. To develop the pupil's faculties;

c. To train the pupil properly to apply his knowledge or ability.

NOTE. — Secular knowledge may be used either for good or for evil. The child should therefore be led to use it rightly. An educated scoundrel is a greater menace than an uneducated one.

5. Stress the Essentials

The "three R's" as well as Language, Geography, and History are of paramount importance not only in every-day life, but also as the basis for other studies in the elementary as well as in the higher schools. Efficiency and thoroughness in these branches, rather than a smattering of superfluous and miscellaneous subjects, constitute a *good* elementary training. The teacher should never curtail or temporarily omit these studies on account of special programs for Christmas, picnics, etc.

6. Do Not Slight the Non-Essentials

The non-essential subject may help the child to maintain his interest in school-work, to extend his horizon, and to apply his knowledge of the essentials. Moreover, they may awaken certain gifts or talents which otherwise might remain dormant.

7. The Faithful Teacher

Good elementary schools require, first of all, efficient and faithful teachers. As the teacher, so the school. Many of the educational failures among the pupils are not wholly chargeable to them, but in part also to the teacher.

There are very few "born" teachers. However, whether "born" or "trained," the faithful teacher realizes his great responsibility of molding not only the intellect and mind, but above all the heart and will of the children entrusted to him and feels his obligation to give the children the very best that is in him. He will therefore be a man of prayer. He will ask God to bless both his and his pupils' work in school.

The teacher, to be successful, must thoroughly know the branches which he is required to teach. He should also have a knowledge of collateral subjects in order to illustrate and to make his teaching interesting. But of greater importance it is to know how to impart. To succeed in this, the teacher must put himself into the pupil's place and think as the pupil thinks. The ability to impart successfully can be obtained and improved through the study of methods of teaching. The faithful teacher will therefore —

a. Be a diligent reader of professional books, of the *Lutheran School Journal,* and of other educational periodicals for the purpose of keeping up with the most approved methods of teaching.

b. Regularly attend conferences because of the opportunity which they afford to exchange ideas and to benefit by the discussion of professional problems.

c. Whenever opportunity offers, attend also meetings of local and county educational associations and state and national conventions and exhibits, which will help him to keep abreast of the pedagogical trend of the times.

d. Avail himself, if possible, of such excellent avenues to self-education as the courses offered by correspondence, summer- and night-schools, in order to expand his professional vision and to enrich his store of knowledge.

NOTE TO C. AND D. — Let the teacher "prove all things" and "hold fast that which is good," 1 Thess. 5, 21.

e. Systematize his work judiciously in order to find time for wholesome recreation. A reasonable amount of daily recreation is essential for successful teaching and progressive self-education.

f. Avoid all unnecessary "side-jobs" and such tasks as can be performed by somebody else. However, he should be willing to serve as secretary, organist, director of a choir and of young people's work, etc., if the congregation so requests.

Since the faithful teacher will manifest an interest in his pupils even after they have left his school, he will assist those who desire to continue their schooling in the high school by making proper arrangements with the respective authorities in order that the pupils may be admitted without inconvenience or embarrassment.

Where two or more are employed, they should cooperate in true Christian harmony.

8. Discipline

An indispensable factor in successful teaching is discipline. Disorder in and about the schoolroom constantly handicaps both teacher and pupils and continually drains the mental and physical resources of the teacher. To maintain good order, the teacher should —

a. Insist upon obedience in the schoolroom for the Lord's sake (Fourth Commandment).

b. Kindly, but firmly train the children to obey until obedience becomes a habit. Let him avoid useless threats.

c. Be a model of neatness, of love of order, of politeness, etc. "Example is better than precept."

d. Not become too intimate with his pupils. "Familiarity breeds contempt."

e. Avoid partiality, 1 Tim. 5, 21.

f. Apply corporal punishment (Prov. 23, 13. 14; 13, 24) ordinarily only when other legitimate means have failed, but never for ignorance, for stupidity, in anger, or for personal revenge.

g. Maintain outdoor discipline, tolerating no rough conduct on the playground nor on the way to and from school.

B. Monthly Written Tests and Reports

1. MONTHLY WRITTEN TESTS

NOTE. — "Tests" as used here are *monthly written reviews*, so arranged that the pupils are able to do their own correcting under the teacher's guidance and supervision.

a. INTRODUCTORY REMARKS

Beginning with the third grade, tests may be given in Arithmetic, Spelling, Grammar, and Geography. For Grades 4 and 5 U. S. History and Hygiene and for Grades 6 and 7 Civics and Texas History may be added.

These tests offer the following advantages: —

They compel the pupil to do much written work.
They develop the ability to think under stress.
They impel him to become self-reliant.
They stimulate diligent preparation of lessons.
They indicate the pupil's class standing.

b. SUGGESTIONS

(1) Writing the Tests

(a) The teacher must prepare the test so well that the pupil, before writing it, may know of how many points the test consists, how many points there are in each question, and to what percentage each point is equivalent.

(b) The pupil should understand that —

In a test of 100 points each point equals 1%
In a test of 50 points each point equals 2%
In a test of 33 points each point equals 3% (Add 1 to the total)

In a test of 25 points each point equals 4%
In a test of 20 points each point equals 5% Etc.

(c) Pupils of the upper grades should be required occasionally to give longer descriptive answers in the form of a composition. The answers are to be graded according to the *number of points* each question calls for, but must be given in complete sentences.

The following, a sixth-grade test on Texas History, will illustrate this: —

Describe, in the form of a composition, the Battle of San Jacinto, writing complete sentences. (20 points count each 5%.)

Points	*Per Cent.*	
2	10%	a. When it took place. *Ans.:* The Battle of San Jacinto took place on the 21st of April, 1836. (*April 21* and *1836* are the two points.)
1	5%	b. General of Texans. *Ans.:* Sam Houston. (To be given in a complete sentence.)
1	5%	c. Commander-in-chief of Mexicans. *Ans.:* Santa Anna.
1	5%	d. By whom Santa Anna was reenforced. *Ans.:* General Cos.
2	10%	e. Strength of Mexican forces. *Ans.:* Between 13 and 14 hundred.
1	5%	f. About how many Texans? *Ans.:* About 800.
2	10%	g. At what time Texans received command to advance. *Ans.:* At about *half past three in the afternoon.*
1	5%	h. Battle-cry of Texans. *Ans.:* *"Remember the Alamo!"* or, "Remember Goliad!" (Here are two points; but since only one is called for, either of the two or both will be acceptable.)
1	5%	i. How Mexicans were taken. *Ans.:* Completely by surprise.
1	5%	j. What about Santa Anna and many of his men at the time of attack? *Ans.:* Were asleep.
2	10%	k. What about others? *Ans.:* Were *watering their horses* and *preparing meals.*
1	5%	l. In what time, according to General Houston's report, the real battle was over. *Ans.:* 10 minutes.
2	10%	m. Mexican's loss. *Ans.:* Some *600 killed, 730 prisoners.*
2	10%	n. Texans' loss. *Ans. 2 killed, 23 wounded.*
20	100%	

(d) To urge the pupil to be neat and accurate, the following or a similar rule may be observed: Deduct from the total 1 point for each error in the date and heading, for not omitting one line below the heading, for not beginning a new line with each answer, and for each group of three misspelled words (except in spelling-tests).

e. Have stringent rules against dishonesty. Make it clear to your pupils that dishonesty is sin and that therefore no cheating, not even the suspicion of it, will be tolerated. Impress upon them that a low grade obtained in an honest way is far better than a high grade obtained in a dishonest way.

(2) Correcting the Tests

Tests may be corrected immediately by the pupils under the teacher's direction and supervision.

The most successful teachers lead their pupils to do their own thinking and to solve their difficulties and problems themselves. Getting them to correct one another's tests offers the teacher an excellent opportunity to do this.

Good results cannot be expected until both the teacher and his pupils have had some experience in this work. It may require months of practise before this system will be understood properly and work smoothly. In the long run, however, it will save the teacher much time and energy.

c. THE METHOD

(1) The more gifted pupils should receive the test papers of the less gifted, and *vice versa.*

(2) The pupil should mark the grades in the margin with a colored pencil.

(3) Help the pupils to find the correct answer from their text-book.

(4) Guide the pupils to detect the mistakes and to grade the papers properly.

(5) If in doubt about the correctness of an answer or the grade to be given, the pupils may consult with one another before consulting the teacher.

(6) Grade the papers of the lowest class first where two or more classes have taken a test at the same time.

(7) Let the pupils of the upper grades assist the pupils of the lower grades. Thus the latter will become acquainted with the work more easily, and the former will be given a good review as well as practical experience.

(8) Let the pupils add and then announce the grades when the teacher calls the roll and enters them into his record.

(9) Give 100% only when the work is actually perfect.

(10) If the pupil's grade falls below 60, he should be made to prepare for another test on the same subject. The average of the two grades may then serve as the pupil's grade for the month.

(11) A pupil who is absent on the day his class takes a test should be required to write the test later.

(12) The test papers should not remain in the hands of the pupils for use during the following years.

(13) Have two or more sets of test questions and use them alternately.

(14) The teacher should correct the test papers himself occasionally.

2. MONTHLY REPORTS

The monthly report should show the pupil's actual standing. It should therefore not be made at random, but from the teacher's record extending over the entire month.

a. STUDIES

(1) Grade reading and the religious subjects during review lessons and compare the results carefully with the regular class-work.

(2) Grade drawing and penmanship by careful inspection of the pupil's work.

(3) Grade the other subjects according to the tests and the daily record.

(4) Let the child figure out his general average at the end of the fourth month, so that he and his parents may know whether he is on the way to promotion. (Pupils of the upper grades may find the averages of pupils of the lower grades.)

NOTE. — Such careful monthly grading will soon eliminate complaints about "unfair treatment," "wrong numbers," "partiality," etc.

b. CONDUCT

Special care should be exercised to give the pupil a correct grade in his conduct. He should be made to feel that a poor grade in behavior implies censure.

The pupils' behavior may be graded by giving them from one to five marks, according to the nature of the offense. Deduct the total number of marks from 100, and the result is the pupil's grade in conduct. A grade below 80 is unsatisfactory.

The report card should be kept clean, be given proper attention by the parents, be returned promptly, and be preserved by the pupil.

NOTE. — See Appendix for a model report card.

c. FINAL EXAMINATIONS

If the pupil's work is graded according to the method explained in the chapter on "Monthly Written Tests" or if the teacher keeps a daily check on the work of the pupil, he will know which pupils are progressing satisfactorily, and final examinations may be omitted.

C. Reading

Basic Text. — Concordia Edition of the *Bobbs-Merrill Readers.* This method includes charts, primer, word cards, phrase cards, phonic charts, phonic cards, and silent-reading material. See Course of Study based on the Concordia Edition of the *Bobbs-Merrill Readers.*

1. IMPORTANCE OF READING

Reading is beyond doubt the most important secular subject taught in the elementary schools. Without the ability to read there can be no proper advancement in other departments of school-work and no contact with the great minds of all ages.

2. AIMS

a. To enable the pupils to read the Bible and other good literature;

b. To qualify them for good citizenship;

c. To enable them to make profitable use of some of their leisure hours.

3. THE TEACHING OF READING

a. READING BY THE TEACHER

The teacher must be interested himself. To give the pupils opportunity to hear model reading, the teacher should read the lesson to them. Now and then he may read selections not contained in the basic reader. — The reading by the teacher predominates in the primary grades, but it should diminish as the pupils advance from grade to grade.

b. ORAL READING

In teaching oral reading, the form and the contents must be borne in mind. The former includes correct articulation and pronunciation, proper emphasis and inflection. In the beginning this mechanical side is the more important, but the contents, or thoughts, should not be neglected. In the intermediate and upper grades the main objectives are speed, comprehension, organization, retention. In these grades the children are called upon to show, not so much that they can pronounce every word of the selection nor that they can read with correct modulation, but rather that they have grasped the author's meaning.

c. METHOD

Word Sentence Method. (See Teacher's Manual, accompanying the basic text.)

Suggestions

(a) In the primary grades drill phonetics so that the pupil may be able to sound new words for himself. In the other grades teach the use of the dictionary, so that the pupil may find for himself the pronunciation and the meaning of new words.

(b) The child should train his eyes to keep well ahead of the words which his mouth is uttering.

(c) Practise sight-reading. Teach the pupil to pause at punctuation marks and to read by phrases and clauses.

d. SILENT READING

Silent reading enables the child quickly to comprehend the contents of the printed page. Continued practise is necessary to become efficient.

Suggestions

(a) Do not allow pointing with fingers or lip movement.
(b) Develop speed in reading.
(c) Have stories reproduced orally or in writing.
(d) Assign topics to individuals to be reported on.
(e) Have the pupil summarize what he has read.

e. SUPPLEMENTARY READING

The teacher should not be satisfied with the basic reader only as reading-material for the pupils. Every school should have a good assortment of supplementary reading. (For material see "Reading of Church-papers," p. 66.) The pupils should be encouraged to make diligent use of the public library. Induce pupils to select good books.

f. MEMORIZING GEMS

In all grades choice selections from literature should be committed to memory.

D. Language

1. Introductory Remarks

A task of utmost importance for our Lutheran schools is to instruct our children to speak and write correctly the language of our country. The study of language is so necessary because we use language every day.

2. Reasons for Acquiring Good Language Habits

a. By the proper use of language, Christians glorify God and serve humanity. Compare Pss. 35, 28; 51,15; 66, 17; 119, 172; Prov. 31, 8, 9; 2 Cor. 4, 13; Jas. 3, 9. 10.

b. "Language is the dress of thought," "Speak that I may see you," etc., tersely reflect the true significance of language. One cannot speak without revealing himself.

c. Good language habits are an important factor in determining the children's social standing and their success in the business world.

3. Aims

a. GENERAL AIMS

(1) To appreciate the beautiful and the edifying in thought and language;

(2) To cultivate a taste for the best and cleanest literature;

(3) To acquire the ability to think, write, and speak correctly, fluently, and elegantly.

b. SPECIFIC AIMS

(1) Primary Grades

(a) To think independently;
(b) To express thoughts freely;
(c) To speak in sentences;
(d) To speak distinctly;
(e) To be accurate and neat in all work.

(2) Medium Grades

To the above aims add the following: —

(a) To form the habit of concentrating on the subject in hand and of thinking logically;

(b) To strengthen the "sentence sense" and to eliminate the "and," "so," "then," and "why" habits;

(c) To keep to the point and to express ideas orderly.

(3) Upper Grammar Grades

To the above aims add the following: —

(a) To establish firmly the "sentence sense";

(b) To condense the material.

A graduate of our schools ought to be able to express himself plainly and correctly. He ought to be able to write a short composition orthographically and grammatically correct.

4. Means of Teaching Language

a. COMPOSITION

(1) General Remarks

(a) Composition is the art of organizing and expressing our thoughts correctly either orally or in writing. Oral composition should receive careful consideration because we make use of it every day. Written composition must be taught because it is much needed in life.

(b) Simplicity, brevity, and an even flow of unlabored diction are most desired in composition. These qualities lend charm to the style.

(c) The value of correct English, approved orthography, accurate punctuation, good penmanship, and general neatness can hardly be overestimated in written composition. Incorrect spelling and diction are a disgrace. Proper punctuation marks give to written language a precision and certainty which words alone cannot convey. Punctuation marks are to written language what gestures, emphasis, and modulation of the voice are to oral language.

(d) The main forms of composition are Description, Narration, Exposition, or Explanation, and Letter-writing. All forms should be diligently practised in school.

(e) Two essential steps must be kept in view in composition work: —

(aa) The child must have thoughts and ideas worthy of expression.

(bb) He must possess a vocabulary sufficient to express his thoughts and ideas correctly and elegantly.

The following suggestions may serve as a guide-line for the various phases of composition work.

(2) Suggestions

(a) *Primary Grades* (1—3)

(aa) In these grades the work is primarily oral, in the first grade entirely so.

(bb) The little ones have some ability to *describe* vividly their playthings, to *narrate* fluently little happenings, and to *explain* clearly their little games. The teacher will therefore utilize this knowledge in the composition work of these grades. He will have them describe playthings, pictures, pet animals; narrate little happenings and explain little games or tasks.

(cc) The conversations should be free, informal, and as pleasurable as possible. The teacher should not try to eradicate all errors. If corrections must be made, they should be given at the end of the lesson.

(dd) Since children take greater interest in their own affairs, the teacher should begin with such topics as "My Doll," "My Knife," "What I Did Last Saturday," "How I Spent Sunday," "How I Set the Table," "How I Play Ball."

(ee) To help the child to think and to increase his vocabulary, have him reproduce short stories, fairy-tales, fables, etc.

(ff) Lead the child to speak in short, complete sentences. Every new thought requires a separate sentence.

(gg) Direct attention to such current mistakes as "Me and you was there," "I seen him," "They's done gone home," etc.

(hh) Begin written composition after the pupils have learned to copy the reading-lesson well. Oral preparation must precede the written work. This may consist in getting the children to answer simple questions. (Compare *Language Lessons,* Part I; Concordia Publishing House.)

(b) *Medium Grades* (4, 5)

(aa) More written work should be done than in the previous grades, but oral work is still essential, especially for preparation. Let all exercises be brief.

(bb) The teacher should utilize things familiar to the children.

(cc) Good pictures should be used for descriptive exercises and narratives. (See p. 62, Sug. 9.)

(dd) Suitable topics are: —

Descriptions: My dress. My Bicycle. (Refer to some catalog for "pointers.") Our House. Our School. Our Church.

Narratives: How We Celebrated Thanksgiving. How I Spent My Christmas Vacation.

Expositions: Conducting Spelling-matches. Baking Bread.

(ee) Histories and readers for the intermediate grades furnish subject-matter for reproducing historical incidents and biographies.

(ff) Develop the imagination by having the children supply a fitting close to little stories or incidents.

(gg) Lead the child to increase his vocabulary by memorizing worth-while poems, changing short poems into prose, etc. Encourage him to use the words newly acquired.

(hh) Drill the correct use of words and forms commonly misused.

(ii) Introduce the idea of the paragraph. Lead the pupils to group their thoughts in logical order.

(jj) Have the pupils exchange their manuscripts, so that they can compare their work. Thus they will get new ideas and increase their vocabulary. After correction have them enter their composition with ink into a special book.

(c) *Upper Grammar Grades*

(aa) Most of the previous suggestions apply also to these grades.

(bb) Composition work in these grades must be more advanced. The method of preparing a subject will be more elaborate. The *model* and the *outline* should be used. Let the children analyze a model and prepare an outline of it. Thus they will accustom themselves to arrange their thoughts logically and to make their own outlines. (Cf. *Seventy-five Composition Outlines,* by Alb. H. Miller.)

(cc) Develop the paragraph idea. Children often ramble in their composition work. This indicates a need of thought organization. Therefore the unity of the paragraph and logical sequence of thought must be taught. Model paragraphs should be studied, and the child should be guided to find the topic sentence. Show the children that every sentence in the paragraph has a bearing on the topic sentence.

(dd) The field from which subjects may be chosen now is considerably greater.

Descriptions: Places, animate and inanimate objects, etc.

Narrations: Personal experiences, trips, etc.

Expositions: Proverbs, slogans, etc.

(ee) Teach the children to distinguish between the various forms of composition. Read an appropriate selection of each form.

Description paints a verbal picture. Note that the features which strike the eye first are mentioned first.

Narration relates an event or experience. Note the chronological order.

Exposition explains some fact or statement.

(ff) The pupils may be guided to keep a diary for the practise it affords in the art of composition.

NOTE. — Instruct the pupils to develop the "sentence sense" by speaking in sentences also outside of the schoolroom.

b. LETTER-WRITING

Every pupil at some time will need this form of composition. Practical drills, combined with systematic instruction in letter-writing, should be given as soon and as often as possible.

Suggestions

(a) *General*

(aa) The general rules for composition apply also to letter-writing. (Cf. Suggestions bb. and cc., p. 86.)

(bb) Correspondence is simply written conversation. Write as you would speak — to a superior and a stranger, respectfully; to a parent, dutifully and affectionately; to a friend, frankly and sincerely.

(cc) Have the pupils study model letters. (Cf. *Brief Course in Letter-writing,* by Albert H. Miller.) Point out the different parts of a letter and the various kinds and forms of letters.

(dd) Have the pupils reproduce such letters and write similar ones.

(b) *Primary Grades*

Pupils of the second grade should copy short letters to learn the correct form. Pupils of the third grade should write simple letters, three or four sentences long; at first, perhaps, from dictation.

(c) *Medium Grades*

(aa) Letter-writing must now occupy a prominent place. Personal letters are the best. Let the pupils of the fourth grade write simple friendship letters of about five or six sentences. Let them make appointments, ask favors, or tell of interesting occurrences. (*Language Lessons,* Part II, contains some good exercises of this order.) In the fifth grade, invitations and replies to invitations may be added.

(bb) Historical incidents form good subjects for letter-writing. However, they must be made personal. If material from geography is used, let the children describe imaginary trips they made.

(d) *Upper Grades*

(aa) In these grades, drills in writing business letters and formal and informal notes must be added. In applying for a position, the pupil should not strictly follow a certain model. An original letter will impress an employer more than a copied model. Let the applicant state what his qualifications and experience are: *e. g.,* that he has worked in a store, that he can drive an automobile, etc.

(bb) It is a good plan to get the pupils actually to exchange letters of friendship with the pupils of the same grades of some other school, preferably one in another synodical District. Under proper direction this can be made very fascinating and beneficial. These letters should be exchanged and corrected before they are rewritten and mailed in one envelope accompanied by a letter from the teacher.

Suitable forms of salutations and conclusions are: Dear Fellow-Christian, Fellow-Lutheran, Lutheran Friend, Unknown Friend, etc.

The pupils could write about their school and church activities, their home and family, their city or community.

To stimulate even greater interest, have them exchange kodak pictures, little presents, samples of products, curiosities.

Later on the pupils may continue the correspondence privately.

By this method we give our pupils practise in letter-writing, encourage them to cultivate Lutheran fellowship, and awaken in them eagerness for first-hand information about our Church and our country.

(cc) Pupils should be led to write short letters to classmates who are absent on account of illness. This will show neighborly concern and bring joy to the writer and the reader.

c. DICTATION

Remarks and Suggestions

(aa) Dictation exercises establish correct forms and usages agreed upon by the best authorities. They will not teach the child to compose, but rather to express his thoughts correctly in writing.

(bb) They will exercise and strengthen his thinking power. The exercises should be neither too easy nor too difficult. The sentence should be read only once. Almost any text-book the pupil uses will furnish material.

(cc) Dictation of the simplest kind may be begun in the second grade. In one-teacher schools two or three grades may be combined. In this way the teacher can dictate to the whole school at the same time. The lower grades of each group may prepare the lesson previously.

(dd) Schools in which *The Modern Speller* is used will do well to use *Spelling Dictations* by Albert H. Miller.

(ee) Correcting, to a great extent, may be done by the pupils. (Compare "The Method," p. 81.)

d. GRAMMAR

(1) Remarks and Suggestions

(aa) Grammar is the scientific study of the structure of language. By it the pupil should acquire the art of using correct language. While the present trend is to exclude technical grammar, yet many educators believe that a good knowledge of formal grammar is essential. The best solution is a combination of grammar and language work.

(bb) A splendid help in the teaching of grammar is the diagram. It will enable the pupil to present directly and vividly to the eye the exact function of every clause in the sentence, of every phrase in the clause, and of every word in the phrase. The diagram, furthermore, impels the pupil to careful examination of the sentence, brings him face to face with every difficulty, compels a decision on every part, and therefore constitutes a sort of review of the various points previously studied.

(cc) For illustrations and examples in diagramming, see Teachers' Manual for Hoenschel's *Two-book Course in Grammar* or *The Modern Grammar,* by Albert H. Miller.

(2) Brief Outlines

(a) *Primary Grades*

First Grade. — From observation of the reading-lesson the pupil should learn that —

(aa) All sentences begin with capital letters;

(bb) Sentences which tell something end with periods.

(cc) Sentences which ask something end with question-marks;

(dd) Names of people and places must begin with capitals.

Pupils of this grade should be able to write their names and probably that of their teacher.

Second Grade. — Review and continue work begun in the previous year. Drill capitals: First word of every line of poetry; names of days and months; I and O. Teach titles, as Mr., Mrs., Miss, Dr., Rev., Prof.

Third Grade. — Review the drill work of previous years and drill the writings of dates, of terms of the Deity, and of abbreviations. Introduce text-book; also diagram.

(b) *Medium and Upper Grammar Grades*

Apply the above in all written composition work. Use the text-books according to the following assignments.

(c) *Text Assignments — Essential Language Habits*

NOTE. — Books One and Two present one hundred and ten technical points. Book Three expands and explains these points. Since correct habits formed in the first six grades are the basis of higher work in English, Book III should not be used until the seventh grade.

BOOK ONE

Third Grade		Fourth Grade	
Month	*Lessons*	*Month*	*Lessons*
1	1—10	1	114—126
2	11—20	2	127—138
3	21—32	3	139—152
4	33—46	4	153—166
5	47—60	5	167—180
6	61—72	6	181—194
7	73—87	7	195—208
8	88—101	8	209—223
9	102—113	9	224—234

BOOK TWO

Fifth Grade		Sixth Grade	
Month	*Lessons*	*Month*	*Lessons*
1	1—12	1	125—138
2	13—23	2	139—153
3	24—35	3	154—170
4	36—48	4	171—186
5	49—64	5	187—200
6	65—78	6	201—216
7	79—96	7	217—234
8	97—113	8	235—246
9	114—124	9	247—256

BOOK THREE

Seventh Grade

Month	*Lessons*
1	1, 2, 4, 6 to 21
2	22 to 36, 38 to 41
3	42 to 46, 48 to 50, 52 to 62
4	63, 65 to 71, 74, 75, 77 to 79, 81 to 83
5	84 to 88, 90, 91, 93, 96 to 104
6	110, 113, 115 to 121, 124, 125, 127, 131 to 133
7	137 to 155
8	156 to 159, 161, 163, 164, 166 to 173, 175, 177
9	178, 180, 182 to 192, 194

E. Spelling

1. The Aim

The aim of teaching spelling is to give the individual such control over the placing of letters in words in their proper order that the expression of thought may go on freely and accurately.

To accomplish this aim, keep in view the following three points: Interest, Accuracy, Speed.

2. Interest

a. Effective work in spelling depends on interest and attention. The pupil must know that he himself derives the greatest benefit if he is a good speller. Poor spelling betrays ignorance and lack of refinement. Thus he owes it to himself and to his school to strive for the highest efficiency in spelling.

b. The pupil should keep a list of the words he has misspelled and review them. Wasting time on familiar words kills interest.

c. Interest may be stimulated by conducting spelling-matches or by contests of grades against grades, boys against girls, etc.

d. Mnemonics and devices also arouse interest and help to fix the spelling of certain difficult words. "It is easier to remember two things than one" For illustrations see *The Modern Speller.*

e. Reviews and spelling-tests are provided for in the text-books; but also here the teacher should use his own discretion.

3. Accuracy

The most common causes for misspelling are: a. wrong pronunciation; b. wrong visualization; c. ignorance of meaning; d. carelessness; e. poor eyesight; f. loss in transfer.

a. *Wrong Pronunciation.* In assigning the lesson, the teacher should first pronounce the word, enunciating slowly and distinctly. The pupils should repeat it carefully. As an aid to pronunciation diacritical marks as well as the use of the dictionary should be introduced not later than the fourth grade.

b. *Wrong Visualization.* The optic impulse is of far greater value in fixing mental images than the auditory. Hence the word should be visualized in printing and in writing. While the word is pronounced, the pupils should look at it intently. Then closing their eyes, they should try to "see" the word. Finally the word should be written as visualized. Spelling should therefore be oral and written, the latter predominating.

c. *Ignorance of Meaning.* — The pupil should be required to know the meaning of each word and to use it in sentences.

d. *Carelessness.* — If words are misspelled, the instructor should first examine himself whether he failed in preparing and assigning the lesson. If the pupil is at fault, he should be drilled in the correct spelling of the words.

e. *Poor Eyesight.* — If the teacher finds that the pupil's eyesight is deficient, he should advise the parents accordingly.

f. *Loss in Transfer.* — Many words spelled correctly in the spelling-lesson are mi-spelled when used in a composition. Contextual drills, dictations, rewriting of compositions, etc., will help to reduce these errors.

Speed

Practise develops speed. The ability to spell correctly will eventually become automatic.

F. Arithmetic

1. Introductory Remarks

The teaching of Arithmetic in a Lutheran school embraces more than just figures and problems. The pupil should be made to understand that the knowledge of Arithmetic will greatly aid him to serve God and man all the better. Cf. Lev. 19, 35. 36; Luke 16, 1—13.

2. Reasons for Teaching Arithmetic

a. Every calling demands some knowledge of Arithmetic (Utilitarian Value).

b. Every child as a member of the human society must have some kowledge of Arithmetic (Social Value).

c. Arithmetic develops logical thinking (Intellectual Value).

3. General Aims

a. "To give the child the ability to compute easily and accurately;

b. "To enable him to interpret and solve the quantitative situations which he will meet in life." (*Strayer-Upton Arithmetics.*)

FIRST GRADE

4. Specific Aims with Practical Suggestions

Minimum Requirements: —

a. Counting from 1 to 100 by 1's.
Counting from 10 to 100 by 10's.
Counting from 5 to 100 by 5's.
Counting from 2 to 20 by 2's.

b. Reading and writing of numbers to 100.

c. Ability to give accurately, with some degree of speed, the 100-number combinations.

5. The Number Concept and Counting

a. Teach every step in numbers by using objects, such as sticks, pegs, beads, blocks, coins, marbles, etc.; also objects in the schoolroom.

b. Bring all pupils to the same level in counting as soon as possible.

c. Next teach the proper concept of numbers. At first use objects; however, not too long. Early lead the pupil to think in abstract numbers.

6. The Writing and the Reading of Numbers

a. Teach the correct formation of only one figure at a time.

b. Write the figure on the blackboard and have the pupils lay out so many pegs, etc.

c. Have the pupils write on the blackboard. Insist on the correct formation of the figures.

d. Another good way of acquainting the pupils with the meaning of figures is the matching game. (Consult *School Supply Catalog* of Concordia Publishing House.)

7. Addition and Subtraction

a. Lead up to addition by a number of the simplest oral problems. Show the pupils that, if they have 1 peg and take 1 peg more, they will, upon counting them, find that they have 2 pegs.

b. Next show that the sign + means "and" and the sign = means "are." Later the terms "plus" and "equal" may be used. Give much practise in these signs by writing many examples on the board and have the children use objects, placing so many together, and count the result. Show that $2 + 1$ is the same as $1 + 2$.

c. Show that $2 + 1 = 3$ is also written $\begin{array}{r} 2 \\ 1 \\ \hline 3 \end{array}$

d. Give also examples like these: $5 + ? = 6$, $? + 1 = 6$. They may be given also in the vertical form.

e. By this time the pupils should have been taught counting backwards from 10 to 1.

f. Let the pupils find out through counting objects that 5 pegs less 1 peg are 4 pegs. Give many oral problems.

g. Teach subtraction as the reverse of addition. Show that, if $2 + 1 = 3$, then 3 less 1 must be 2 and 3 less 2 must be 1. This can be easily shown by means of quadratic cards.

h. Show that the sign "—" means "less." Later the term "minus" may be employed.

i. Continue with adding and subtracting 2, 3, 4, and 5.

8. Drill

a. Constant drill will make these number combinations automatic. Use flash cards. Proceed slowly. Work first for accuracy, then for speed.

b. Drills must be (1) short and snappy, (2) varied, and (3) have a definite aim.

c. Drill the 64 combinations whose sums do not exceed 10. Show that in adding 1, the pupils merely need to think of the next higher number; in adding 2, of two numbers higher, etc. Teach them to count by 2's, 3's, etc.

d. Drill the combinations in subtraction likewise, using the same cards.

e. The combinations should be drilled not only in the order of 1's, 2's, 3's, etc., but also in the order of their sums, particularly the sums 7, 8, 9, 10.

f. For devices in drilling the combinations consult *Concordia Teachers' Library,* Vol. IV.

g. Whenever a number combination has been taught, make use of practical problems, such as this: "Johnnie had a hole in his pocket. He lost one cent in the morning and one cent in the evening. How many cents did he lose in all?"

h. The 64 combinations ought to be mastered before proceeding to the next 36.

i. By this time the children should be able to count to 20, both ways by 1's, possibly also by 2's and 3's. Then the addition up to 9 and 9 may be developed, likewise the subtraction in similar manner as before.

9. Miscellaneous

a. The following demonstration, executed first by means of blocks, will prepare the way for multiplication and division: —

2 2 2 2 2 — 2 two's are 4. Hence 2 times 2 are 4.

2 2 2 2 2 — 3 two's are 6. Hence 3 times 2 are 6. Etc.

4

2 2 2 2 — 2 can be taken two times from 4. Hence there are 2 two's in 4.

6

2 2 2 — 2 can be taken three times from 6. Hence there are 3 two's in 6. Etc.

8

2 2

10

2

12

b. After oral work of this kind use the "times" (×) and the "division" (÷) signs.

c. All devices for drilling addition, and subtraction may be used in drilling multiplication and division. This should not be carried beyond 20.

d. With division some fractions may be taught, as ½, ¼, ⅓. Show ½ of a circle, of a square, etc. Then show ½ of 2 blocks, of 4 blocks, etc.

e. Beginning with the first month, some measuring ought to be done. The terms shorter, shortest; longer, longest, etc., should be made plain. The children must learn the use of the foot rule.

f. A table arranged in the following manner will aid greatly in learning to count to 100 (also by 5's and 10's): —

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20 Etc.

SECOND GRADE

a. Complete mastery of the 100 addition and subtraction combinations and multiplication and division till 5's is the chief aim in this grade. The first lessons in the text-book furnish a review of last year's work. *First Lessons in Numbers* (Concordia Publishing House) may be used as a supplement to the adopted text for drill work.

b. Accuracy and speed are essential. (Cf. 8. a., p. 93.)

c. Multiplication and division should be associated with addition and subtraction.

d. Develop all tables in this manner: —

2 2 2 2, etc., till 12 two's. Add the columns first, then read them thus: —

2	2	2	One 2 is 2
4			
	2	2	Two 2's are 4
	6		
		2	Three 2's are 6, etc.
		8	

e. The counting by 2's, 3's, 4's, etc., should precede the multiplication tables, as this will prove to be a great aid in memorizing them.

f. The tables must now be memorized. This requires constant drilling. Since pupils find it difficult to recognize multiplication combinations when out of their regular order, these must be drilled like the addition and subtraction combinations by means of flash cards or other devices.

g. Count by 2's from 2 to 100 and backward.
Count by 3's from 3 to 99 and backward.
Count by 4's from 4 to 100 and backward.

h. In reading numbers above 100, care should be taken that no "and" is used between any of the digits. "And" is to be used between integers and fractions only. This is very essential later when decimals will be read.

i. Drill the reading of units, tens, hundreds, etc.

j. By the use of a clock dial with movable hands teach the reading of hours, half-hours, quarters, etc. Also teach the Roman numerals from I to XII.

k. Use real or toy money in teaching the comparative value of our coins. Dimes and cents are splendid means to demonstrate the carrying and the borrowing processes.

l. "Playing store" is an interesting and effective way to teach the making of change. However, this should be well planned.

THIRD GRADE

NOTE. — Since the text-books are arranged for an eight-year course, but the text assignments had to be based on a seven-year course to accommodate our schools, it was necessary to assign Long Division to the third grade. For the same reason the fourth grade's apportionment had to be made rather extensive.

a. The bulk of the work will be to drill thoroughly all the multiplication tables and long division.

b. The pupils should learn to count by 2's, 3's, 4's, and 5's, beginning with any number, and by 6's, 7's, 8's, 9's, 11's, and 12's, beginning with 6, 7, 8, 9, 11, 12, respectively.

c. The pupil should learn to interpret problems. Let him —

(a) Read the problem intelligently.

(aa) Understand the meaning of every word.

(bb) Determine what is given.

(cc) Determine what is to be found.

(b) Decide whether the answer is to be abstract or concrete.

(c) Estimate what the answer will be.

(d) Select the process to be used in the solution.

d. The pupils should learn to check the result or test the work in the four fundamental operations.

e. Develop by actual measuring the different tables taught in this grade.

FOURTH GRADE

a. Pupils in this grade should attain proper accuracy and speed in the four fundamental operations. Unless these are well understood, all subsequent work is practically useless.

b. Insist on exactness in mathematical statements. Say: 24 dollars divided by 8 are 3 *dollars,* not merely 3. How many 4's are in 12? — not, How many times does 4 go in 12? 12 divided by 4, not, divide 4 in 12.

c. Do not overlook the approximate measuring given in the text. It is of much value to the pupil.

d. Attention must be called to the correct pronunciation of the denominator endings in the teaching of decimals. Insist on using "and" where the decimal point is placed. Never allow the pupils to be negligent in the use of the decimal point. Innumerable mistakes in solutions can be traced to this.

Grades 5—7

a. The pupils should learn to estimate the results and then find the exact results and compare the two. This will be useful to them in later life, because pencil and paper will not always be available.

b. Drill oral solutions.

c. Pupils should learn to fill in correctly blank forms of bills, receipts, sales slips, checks, etc.

d. Give the pupil a concrete idea of an acre. Call attention to the vara and the league, as these Spanish measures are still used in Texas. In Texas the vara is regarded as 33⅓ inches (in California 33 inches; in Mexico 32.9927 inches). A square one side of which is 5,000 varas is a square league, or 4,428.4 acres.

e. By this time the pupils should have formed the habit of interpreting every problem before attempting the solution. The shortest process should be used.

f. Percentage involves no new mathematical processes and principles. Only new *terms* are used. The pupils should know the fractional and decimal equivalents well. Now the per-cent. equivalents are added.

g. Make it plain to the pupils that in the various business transactions, as Interest, Commission and Brokerage, Insurance, Taxes, etc., merely new names are given to Base, Rate, Percentage.

h. Explain why discounts are allowed, why stocks sell above or below par, etc.

i. The Metric System, being of very little practical use in elementary arithmetic, may be omitted. In all other subjects the teacher should follow the text-book.

10. Text Assignments

(A) FIRST BOOK

Second Grade		*Third Grade*		*Fourth Grade*	
Month	*Pages*	*Month*	*Pages*	*Month*	*Pages*
1.	1— 13	1.	117—130	1.	237—260
2.	13— 26	2.	131—144	2.	261—285
3.	27— 39	3.	145—157	3.	286—310
4.	40— 52	4.	158—170	4.	311—334
5.	53— 65	5.	171—184	5.	335—358
6.	66— 78	6.	185—198	6.	359—382
7.	79— 91	7.	199—211	7.	383—406
8.	92—104	8.	212—224	8.	407—430
9.	105—116	9.	225—236	9.	431—454

(B) SECOND BOOK

Fifth Grade		*Sixth Grade*		*Seventh Grade*	
Month	*Pages*	*Month*	*Pages*	*Month*	*Pages*
1.	1— 16	1.	141—160	1.	315—335
2.	17— 31	2.	161—179	2.	336—354
3.	32— 47	3.	180—199	3.	355—375
4.	48— 63	4.	200—218	4.	376—396
5.	64— 78	5.	219—237	5.	397—417
6.	79— 93	6.	238—257	6.	418—437
7.	94—109	7.	258—276	7.	438—458
8.	110—125	8.	277—295	8.	459—479
9.	126—140	9.	296—314	9.	480—500

G. Geography

1. Introductory Remarks

The teaching of geography in a Lutheran school embraces distinctive features. Every lesson should breathe the spirit of reverence of, and gratitude to, God, the Creator. The teacher must show the mighty hand of God in the formation and preservation of the universe. Gen. 1, 1; Ps. 92, 5; 102, 25; 104, 24; Heb. 11, 3, etc.

Geography and nature study, so closely related, should go hand in hand throughout the course.

2. Home Geography

The natural features of the vicinity of the school form the basis for these studies. The teacher should lead the pupils to see the things about them and unfold the beauties of geology, botany, and zoology in terms they can understand. How Geography begins with the known and leads to the unknown. The majority of all geographic facts can be studied concretely in the home locality. The topics of Home Geography may be grouped as follows: —

a. Study of the home and school locality.
b. Place relations.
c. Actual forms of land and water.
d. Local methods of transportation.
e. Local industries.
f. The division of labor in the home community.
g. Local weather and climate.

a. Aim

To form a broad and concrete foundation for later geographic studies.

3. World Geography

World Geography embraces the study of the world as a whole, a detailed study of the continents, especially North America, and of specific countries, as the United States, etc.

a. Aim

To impart a knowledge of the earth and of the way men work and live.

b. Advantages

(1) It helps the pupil to understand historical happenings and current events of which he reads.

(2) It helps to make him a more intelligent citizen.

(3) It stimulates greater interest for missions.

4. For the Development of Concrete Images

a. Study of industries, crops, trade centers, etc.; *e. g.,* if the Mississippi River system has been studied as a type, the pupils will have a clear concept of other river systems.

b. Study maps. They give clear ideas of size, shape, and location. Pupils should be required to sketch maps. Physical and relief maps clearly show the elevation and depression.

c. Study pictures. A surprising amount of pictures can be collected with little effort and expense.

d. Make field trips. They are indispensable in Home Geography.

5. For the Selection and Study of Subject-Matter.

a. Text-books contain a great amount of "filler." The teacher should select those parts which he thinks are important.

b. The teacher should carefully prepare the lessons also in the primary grades. He should present the subject in story form, by means of questions or descriptions.

c. Teach the pupils how to study the text. Make clear any new material in the lesson which they are to prepare.

Memory questions cannot be avoided altogether. However, the importance of thought questions must not be overlooked. Compare the following: —

What is the main industry of the North Central States?

Tell about the climate of this region.

Name the largest city of these States.

What makes the North Central States one of the greatest agricultural regions?

Compare the climate of Duluth with that of Seattle.

Why is Chicago a large city?

d. Most attention should be given to the home continent, the home country, and the home State. Reference should be made to our synodical Districts, synodical institutions, missions, etc. All the other continents should be studied in comparison with North America. The Holy Land should be studied more in detail than other parts of Asia.

e. In the study of a continent use an outline such as the following: —

(1) Position and Size.

(2) Countries and Capitals.

(3) Coast-line. a. Gulfs and Bays. b. Capes. c. Islands. d. Peninsulas, etc.

(4) Surface Features. a. Mountains. b. Rivers. c. Lakes and Seas, etc.

f. These points must be drilled because they are fundamental.

g. Topics of interest from geographical readers may be assigned for oral reports.

h. Geographical problems, such as "The Silkworm" or "Tracing Leather from the Cattle-ranch to the Shoe," are profitable.

i. Assign definite lessons of reasonable length and hold pupils to strict account for their preparation.

j. Outline maps, to be filled in by the pupils (States, rivers, cities, products, etc.), are of great value.

6. For Correlation with Other Subjects

a. Bible History — the geography of the Holy Land.

b. History — geography is "the eye of history."

c. Reading and Literature — gathering material for oral and written reports.

d. Spelling — of the States, capitals, cities, rivers, etc.

e. Hygiene — the water-supply for large cities or the presence of malaria in swampy, mosquito-infested areas, etc.

7. Text Assignments

Primary Grades (Grades 1—3)

Since the pupils of these grades do not use text-books, their work is outlined here.

a. *Place:* Home, neighbor, store, church, school, town, city.

b. *Form:* Short, long, straight, crooked, narrow, wide, round, square, triangular. Illustrate on the blackboard. Let the pupils imitate.

c. *Direction:* Right, left, cardinal and intermediate points of compass. Let pupils point toward, and name, directions of home, neighbor, church, school, etc. In pointing out cardinal points, pupils should face toward the north; to their right is east, to their left is west. This will prepare them to know directions on maps. Explain how directions may be found by means of the sun, the pole-star, and trees.

d. Let pupils name some animals, birds, fishes, insects, vegetables, grains, fruits, flowers, and trees found in the neighborhood. "Cotton is king." "The mocking-bird the official state bird." "The blue bonnet our official state flower."

e. *Distance:* Miles, blocks, or squares (in cities). How far to the neighbor, church, school, post-office, etc.?

f. *Mention:* Yards, garden, field, meadow, pasture, forest, prairie, hill, private and public roads, highways, towns, cities, streets, boulevards, parks, cemeteries, factories. If possible, show pictures.

g. *Describe:* Cistern, well, pond, creek, river.

h. Tell pupils about winds: breeze, "norther," storm, cyclone, blizzard.

i. Refer to different modes of travel and transportation: Horse-back, buggy, wagon, automobile, truck, street-car, railroad, boat, steamship, airship.

j. Mention the use of freight-trains, passenger-trains, local and limited trains, locomotives, and the different railroad cars.

k. Explain briefly the use of maps. Maps are pictures. As a picture of a house shows where the doors, windows, rooms, etc., are located, so a map of a city shows where streets, parks, factories, etc., are. A map of a country shows the states, rivers, cities, highways, etc.

l. Point out on a wall map your home town or city; a few neighboring towns, their directions and distances; your county; the county-seat — and their direction. All these counties (253) form our State.

m. Enumerate Lutheran congregations, schools, and mission-places in your county.

n. Point out on a wall map: Texas, the "Lone Star State"; two or three rivers and railroads most familiar in your locality; Austin, the capital, where the rules and laws of our State are made, where the governor lives, and where our college is located. Point out the Panhandle.

o. Point out the larger cities and call the pupils' attention to the Lutheran churches in them.

p. Point out on the wall map: The United States (our State and 47 other States), our country, "Uncle Sam"; the Mississippi River, the "Father of Rivers"; Washington, the capital, where rules and laws of our country are made and where the President lives; New York, our largest city; Chicago, our second-largest city; Detroit, where many automobiles are made; St. Louis, Springfield, where our ministers studied; River Forest, Seward, where our teachers studied. There are many large Lutheran congregations in these cities. Many of our schoolbooks are printed by Concordia Publishing House in St. Louis.

q. Point out on a wall map of North America: Mexico, our neighboring country to the south; Canada, our neighboring country to the north. (Cf. Sug. 5-d, p. 99.)

r. Explain the meaning of a continent: a large division of land on the globe.

s. Point out on a wall map of the Western Hemisphere: North America, South America. We obtain coffee and rubber from South America. (See Sug. 5-d, p. 99.)

t. Point out on a wall map of the Eastern Hemisphere: Europe, Asia, Africa, Australia. (Cf. Sug. 5-d, p. 99.)

u. Explain the meaning of ocean. (Strictly speaking, there is only one great ocean.) Point out on a map or globe the different divisions of the ocean: Pacific, Atlantic, Indian, Arctic, Antartic. Familiarize the pupils with these names.

v. Refer to the different nationalities and races: Americans, Mexicans, Canadians; whites, Negroes, Indians, etc. — Lutheran missionaries work among all of them.

w. Cover the entire material of this outline annually. It is to the advantage of the pupils to hear the same facts three consecutive years.

8. Suggestions (Intermediate and Upper Grades)

a. To assist the pupils to spell geographical names correctly, use them in the regular dictation exercises.

b. Tests in geography may include questions that refer to the activities of our Synod.

c. Since the text-books contain so much material that must be omitted, detailed assignments are left to the individual teacher.

d. For the sake of uniformity study the first half of the course in the school-years which begin in odd-numbered calendar years and the second half in those which begin in the even-numbered calendar years.

9. Text Assignments

ONE- AND TWO-TEACHER SCHOOLS

Intermediate Grades (Grades 4 and 5)

Since the course extends over two years and new pupils enter the class each year and certain parts are of greater importance than others, the following arrangement is suggested: —

ELEMENTARY GEOGRAPHY

First Year: Pages 1—226.

Second Year: Repeat pages 1—113 and page 134 before taking up page 227 and the following pages to the end of the book.

Pages 1—113 treat of General Geography, the earth as a whole, North America as a whole, and the United States as a whole and should be studied each year for a review and also to give the new pupils a proper start. Page 134, showing the map of Texas and the sections treating of this State, should be studied each year to acquaint the pupils ever better with their home State.

In planning for the different months and for each lesson, a general survey of the material should be made in advance. However, when the teacher prepares the lesson for presentation to the class, he is in a position to judge best what should be taken and what should be omitted.

Divide the material to be covered in one year into as many parts as there are months in your scholastic year. Then subdivide this material into as many lessons as there are recitation periods in the respective months. It may take two years to arrive at proper apportionments.

Upper Grades (Grades 6 and 7)

ADVANCED GEOGRAPHY

First Year: Study pages 1—267.

Second Year: Repeat pages 1—95; page 127, map showing Texas, and the text referring to this State; then pages 268—420.

SCHOOLS WITH THREE TEACHERS

Primary Grades (Grades 1 to 3)

(See outlines previously given under Primary Grades)

These three grades form one class.

Intermediate Grades (Grades 4 and 5)

ELEMENTARY GEOGRAPHY

Fourth Grade: Pages 1—226.
Fifth Grade: Page 227 to end of book.
These two grades should form two classes.

Upper Grades (Grades 6 and 7)

ADVANCED GEOGRAPHY

Sixth Grade: Pages 1—267.

Seventh Grade: Pages 268—420.

If the teacher desires to have his pupils study such parts as "Texas," "The Earth as a Whole," etc., each year, the two grades may join to form one class during that time.

H. History (U. S. and Texas)

(Monthly Written Tests.)

1. Introductory Remarks

a. History is the manifestation of the hand of God in the destinies of nations. It therefore should be taught in such a manner as to show the living, guiding, and ruling hand of God in the destinies of men and nations, to glorify and extol His justice and truth, and to honor our heroes and statesmen as instruments in the hands of the Lord.

b. If history is taught in this spirit, it will also prepare our pupils for intelligent and patriotic citizenship.

2. Aims

a. To study the leading characters of history.

b. To study typical scenes taken from the Colonial and national periods.

c. To awaken in the child a desire to follow up this course by private study of history.

3. Suggestions

a. Since the pupils, also by the teaching of history, should grow to be better and more experienced Christian characters, spiritual matters must never be divorced from it. They are the very hub of it, even as the Church of God is the hub around which the whole world's history revolves.

b. Very little is gained by the mere memorizing of facts. Give the pupil a proper perspective of the whole period, so that he may find the right setting for the individual historical facts.

The following may serve as an example for teaching United States History: —

First Period. — The proper setting of U. S. History in the history of the world. (Present the whole world's history in the sweep of a single lesson. Talk simply. Use blackboard for illustration.)

Second Period. — European beginnings of American history and a bird's-eye view of U. S. History to the present day. (One lesson only.)

Third Period. — European beginnings (more in detail).

Fourth Period. — U. S. History (more in detail), explaining the various epochs.

This is to be followed by a lesson on each epoch. Review and proceed to study each epoch, analyzing in a similar way.

c. The assignment of the lesson is a fundamental part of the daily work and is especially important in the elementary grades. In the recitation the child shows the results of his studies. It affords opportunity to correct the child's mistakes and to suggest new lines of thought.

d. Collateral reading is vital. It assists the child to educate himself.

e. Maps and charts are very essential. To describe a certain war and not show the place on the map would accomplish little. Guide the child to think that the maps in his text-book are a part of the regular lesson. There are also several excellent sets of history charts, which are very helpful and should be used.

f. Important events of U. S. History may be profitably compared with outstanding dates of Luther's life. For example, when Columbus discovered America, Luther was nine years of age. When Ponce de Leon searched for the "Fountain of Youth," Luther was made Doctor of Theology. The first trip around the world was made by Magellan during the first years of the Reformation. When Cortez conquered Mexico, Luther stood before the emperor at the Diet of Worms; and other such comparisons can be made.

g. The teacher should not fail to refer occasionally to Lutheranism in America and to point out such facts as show that Lutherans did their part in developing our country. When studying the period of the Revolution, for instance, facts like the following are of interest not only from a Lutheran, but even from a purely historical viewpoint, and may therefore well be interwoven: —

(1) Two sons of Pastor Henry Melchior Muehlenberg, the Patriarch of the Lutheran Church in America, were prominent in the political affairs of the Colonies, one as a very active and successful general on the staff of George Washington and a close friend of the Father of our Country, the other successively as treasurer of the State of Pennsylvania, president of the convention which ratified the

Constitution, and as the first Speaker of the House of Representatives during Washington's administration.

(2) The Stars and Stripes were first flung to the breeze of battle at Oriskany, N. Y., August 6, 1776, where General Herckheimer, a Reformed German, commanded Pennsylvania Lutherans. This battle is said to have been the turning-point in favor of the Colonies.

(3) The body-guard of Washington was composed mainly of men of German extraction, chiefly of Lutherans, because Washington knew that he could depend on their loyalty.

(4) The first Treasurer of the United States was Michael Hillegas, the son of a German Lutheran mother. His portrait is on the "yellow-back" Treasury ten-dollar notes. (For additional information on Lutheranism in America see *American Lutheranism,* by F. Bente, and *Young Lutherans' Magazine,* 1926, from which the above has been culled.)

h. Some History should be taught in every grade. In the primary grades the children are taught through oral stories in connection with Reading, Geography, and other subjects. In the lower grades the history text should be read and discussed in class without requiring home work or written tests.

i. The study of Texas History will enable the pupils to understand and therefore to appreciate and to serve the Texas of to-day, her institutions, sentiments, and needs.

j. Reference should be made to early Lutheranism in the State. The beginning of our Lutheran Church in the State, at Serbin in 1854, may, *e. g.,* be associated with the beginning of railroad-building at about the same time. (See text-book, p. 200.) The opening of the first Lutheran elementary school by Pastor Johann Kilian at the same place in 1856 may very fittingly be associated with the beginning of the public school system of which we read in the text (pp. 202. 203). For good material on the beginning of our Lutheran Church in the State see *Ebenezer,* p. 369 ff., and articles written by Rev. G. Birkmann for the Texas District papers beginning in 1926.

4. Text Assignments (U. S.)

(A) One-Teacher Schools (Grades 5—7)

Fifth Grade			Sixth Grade		
1. month,	pp.	1—24	1. month,	pp.	238—290
2. "	"	25—53	2. "	"	291—330
3. "	"	54—75	3. "	"	336—395
4. "	"	76—100	4. "	"	395—438
5. "	"	104—136	5. "	"	438—471
6. "	"	136—149	6. "	"	476—537
7. "	"	154—184	7. "	"	537—585
8. "	"	186—219	8. "	"	590—622
9. "	"	219—232	9. "	"	622—End

Seventh Grade (Combined with Grades 5 and 6)

NOTE. — In order not to have more than two classes in history, Grades 5 and 7 may form one class and Grades 6 and 7 the other. Pupils of the seventh grade are thus in both classes. By this arrangement they will not only review the work of the two previous years, but also should do more intensive and more difficult work.

In the monthly tests the seventh-grade pupils should have separate questions, some of which should be taken from the subject-matter covered by one class (Grades 5 and 7), the other questions from the subject-matter covered by the other class (Grades 6 and 7).

(B) Two-Teacher schools (Grades 4—7)

Fourth Grade		Fifth Grade	
1. month, Estill, pp.	1—17	1. month, Estill, pp.	178—196
2. " " "	17—28	2. " " "	197—216
3. " " "	29—48	3. " " "	217—228
4. " " "	48—70	4. " " "	229—239
5. " " "	71—89	5. " " "	240—249
6. " " "	90—109	6. " " "	250—264
7. " " "	109—133	7. " " "	265—279
8. " " "	133—154	8. " " "	280—306
9. " " "	155—177	9. " " "	307—End

Sixth Grade

See assignments for Grade 5 of one-teacher schools.

Seventh Grade

See assignments for Grade 6 of one-teacher schools.

5. Text Assignments (Texas)

Grades 6 and 7

(A) One-Teacher Schools

First Year (Odd-numbered calendar years)		Second Year (Even-numbered calendar years)	
1. month, pp.	1—20	1. month, pp.	188—208
2. " "	21—46	2. " "	210—222
3. " "	47—72	3. " "	223—240
4. " "	72—97	4. " "	243—264
5. " "	97—121	5. " "	264—285
6. " "	121—141	6. " "	287—301
7. " "	143—164	7. " "	301—316
8. " "	164—184	8. " "	319—End
9. "	State Constitution	9. "	Federal Constitution

NOTE. — In order to have only one class in Texas History, Grades 6 and 7 may be combined and finish the course in two years.

(B) Two-Teacher Schools

Grade 6

See assignment for one-teacher schools for first year

Grade 7

See assignment for one-teacher schools for second year

I. Civics

1. General Remarks

a. Civics is that branch of political science which treats of the powers and duties of the government and the rights and duties of citizens.

b. The fundamental principles of government and citizenship are laid down in the Fourth Commandment and in various passages of the Bible. See Matt. 22, 21; Rom. 13, 1—7; 1 Tim. 2, 1—3; Titus 3, 1; 1 Pet. 2, 13. 14.

c. That religion redounds to the welfare of government has been expressed by many leading men of our nation. Here are the words of some of our Presidents: —

Thomas Jefferson: "I have always said, and always will say, that the studious perusal of the Sacred Volume will make better citizens, better fathers, and better husbands."

John Quincy Adams: "I say to you: 'Search the Scriptures.' ... The earlier my children begin to read the Bible, the more confident will be my hopes that they will prove useful citizens of their country and respectable members of society."

Benjamin Harrison: "If you take out of your statutes, your constitution, your family life, all that is taken from the Sacred Book, what would there be left to bind society together?"

d. Many children do not attend higher schools. Hence some instruction in civil government must be given in our schools.

2. Aims

To lead our children to understand and to realize —

a. That God is the Author of government, Rom. 13, 1—4;

b. That we should regard our Government as a divine institution and feel in duty bound to honor and respect our governmental officers (Fourth Commandment);

c. That we must obey the laws of the land, not only for the sake of order or to avoid punishment, but also for conscience' sake, Rom. 13, 5;

d. That it is our duty to take an active and prayerful interest in the welfare of our country, State, county, and city, Jer. 29, 7;

e. That they should be trustworthy, honest patriots, upon whom the Government can rely in time of war as well as in time of peace;

f. That they should thank God for the manifold blessings which He has bestowed upon us through our Constitution, especially through the First Amendment.

3. Suggestions

a. In the primary and intermediate grades this subject may be taught in connection with History, Geography, and Reading.

b. Before legal holidays the teacher should explain their patriotic significance.

c. Teach the Salute and Pledge to the Flag, the Salute to the National Anthem, etc. (For the proper use of the flag cf. pages 250—257 in text-book. These pages should be studied each year with the entire school.)

4. Text Assignments

(Grades 6 and 7)

(A) For One-Teacher Schools

a. First Year (Odd-numbered calendar years)			b. Second Year (Even-numbered calendar years)		
1.	month,	pp. 1—19	1.	month,	pp. 136—156
2.	"	" 19—40	2.	"	" 156—177
3.	"	" 41—61	3.	"	" 178—200
4.	"	" 63—83	4.	"	" 201—220
5.	"	" 83—104	5.	"	" 221—241
6.	"	" 105—126	6.	"	" 241—257
7.	"	" 126—135	7.	Texas Gov.	5—19
	Texas Gov.	5—15	8.	"	" 19—36
8.	"	" 16—36	9.	"	" 37—52
9.	"	" 37—52			

(B) For Schools with More than One Teacher

Sixth Year	Seventh Year
See assignment a., First Year	See assignment b., Second Year

J. Hygiene

1. Suggestions

a. Grades 1—3 may form one class and go through the entire course outlined for them each year.

b. In one-teacher schools, Grades 4 and 5, 6 and 7, may form one class, respectively, and go through the respective books, either every year or once in two years, as the individual teacher deems expedient.

2. Remarks

"A sound mind in a sound body" can be readily adopted as the goal of all teaching. As Christians we know that our bodies are a gift of God and the temple of the Holy Ghost. It is therefore our Christian duty and our desire to take care of them, Rom. 13, 14.

Many diseases can be traced to uncleanliness or improper care of the body. To avoid such evil consequences, we should provide for our body in a proper way. Thus it is desirable that children be made acquainted with the working of the body and the care due our physical system. They should be taught to keep their bodies, premises, and other property clean and sanitary and thus help to raise the standard of health in their community.

Anatomy, physiology, and hygiene offer splendid opportunity to impress upon the children how wonderfully the Lord has made us. We are not the product of chance or the result of evolution, but the handiwork of God. Thus we can account for the perfect mechanism of our body. Man's inventions always lack in some respect, but the work of God's hand is perfect.

3. Chief Aims

a. To guide the pupils to regard and appreciate the body as a gift of God;

b. To guide them to see in the mechanism of the body the omnipotence and wisdom of God;

c. To guide them to use their bodies in the service of God and man;

d. To give pupils knowledge of the fundamental organs of the body and their working;

e. To awaken in the children a desire to cleanliness;

f. To arouse pupils to care for their body.

4. Secondary Aims

To point out to the children —

a. The main causes of various diseases;

b. The necessity of cooperating with health officers;

c. The best means of combating disease germs;

d. The manner of putting all hygienic knowledge into practise.

5. Hints and Suggestions

a. Show the children the connection between pure air, cleanliness, warmth, upright position and clear thinking, good lessons, and personal comfort.

b. Bring the children to realize the necessity of practising what they have learned.

c. This instruction may begin in the first grade. It must be oral in the lower grades, and the teacher should impress especially the value of cleanliness.

d. Introduce the text-book in the fourth grade. It will also be desirable to use objects for illustration. This cannot be too strongly emphasized.

e. Every school should have a set of physiology charts to show the divisions of the different parts of the body, the nerves, and how they are connected with the muscles and the brain, etc. While the object itself is always preferable to a sketch or picture, a picture or a sketch is the best substitute.

f. Use practical examples from every-day life; *e. g.,* show why houses should be screened, stagnant water drained (flies, mosquitoes); why sanitary conditions should be maintained (smallpox, etc.).

g. The teacher himself must be neat and clean in appearance. Then he will be teaching by example.

h. In all text-book work give a clear outline of the lesson. It should contain only essentials. It should serve as a skeleton which the children, with the help of the teacher, will cover with flesh. Facts brought out by the class are more likely to stick. The outline will then serve also to retain the essentials.

i. The outlines should be entered into special note-books and reviewed from time to time.

6. Course for Grades 1—3

NOTE. — The teacher of these grades will find it advisable to have copies of *Health for Every Day* and *Health in Home and Neighborhood.* He should inform himself on the plan and purpose of these texts and draw his health lessons from them.

The three grades may form one class and go through the entire course every year.

THE HEALTHY CHILD

(A) Nutrition

(1) Acquires a taste for the following foods: a. milk, b. green vegetables, c. hard breads, d. whole-grain cereals.

(2)) Eats the quantities and kinds of suitable food apportioned to him.

(3) Forms the habit of eating only at regular times.

(4) Drinks four to six glasses of water daily.

(5) Drinks little or no tea and coffee.

(6) Does not drink ice-water.

(7) Uses an individual cup or uses the drinking-fountain properly.

(8) Eats slowly, chewing his food well.

(9) Takes small bites and mouthfuls.

(10) Washes his hands before handling food or before eating.

(11) Does not exchange food or eat it after picking it up from the floor, ground, or street.

(12) Does not handle other people's food.

(B) Play Activities

(1) Spends at least four hours daily in activities involving big muscles.

(2) Takes part in group-games and -activities.

(3) Holds his body in erect position when standing.

(4) Enjoys play.

(5) Exposes himself to wet and cold as little as possible.

(6) Uses moderation in jumping and running.

(C) Sleep, Rest, and Fresh Air

(1) Sleeps 11½ to 13 hours, according to age.
(2) Likes to sleep in the dark.
(3) Likes to have windows open.
(4) Relaxes during rest periods.
(5) Enjoys being out of doors.

(D) Care of Teeth and Mouth

(1) Brushes the teeth at least twice daily.
(2) Eats candy and sweets only in moderation.
(3) Never breaks or bites hard substances with the teeth.

(E) Care of the Skin

(1) Takes a cleansing bath at least twice a week.
(2) Uses individual towel and wash-cloth.
(3) Dries hands and face thoroughly after washing.
(4) Washes hands at least before eating and after going to the toilet.

(F) Elimination of Waste

(1) Evacuates the bowels at least once daily, at a regular time, preferably after breakfast.
(2) Empties the bladder regularly.

(G) Care of Eyes

(1) Reads only when he has a good light.
(2) Holds his book in correct position.
(3) Refrains from looking directly at the sun or extremely bright lights.
(4) Refrains from rubbing his eyes and keeps all inappropriate articles away from them.

(H) Care of Ears

(1) Learns to wash ears carefully.
(2) Refrains from putting anything into the ears.
(3) Refrains from striking, or shouting into, any one's ears.
(4) Does not blow his nose forcibly.

(I) Care of Nose

(1) Breathes with mouth closed.
(2) Uses only his own handkerchief.
(3) Uses a clean handkerchief.
(4) Avoids picking the nose.
(5) Refrains from putting anything into the nose.
(6) Covers coughs and sneezes with clean handkerchief.

(J) Care of Hair

(1) Learns to brush his hair.
(2) Uses his own brush and comb.
(3) Keeps his own brush and comb clean.
(4) Is willing to have hair washed.

(K) Care of Feet and Hands

(1) Wears rubbers at appropriate times.
(2) Helps to keep nails short and clean.
(3) Refrains from biting nails or picking at hangnails.

(L) Clothing

(1) Removes wraps, overcoats, extra sweaters, and rubbers when indoors.
(2) Places wraps and clothing neatly in their proper places.
(3) Wears appropriate wraps out of doors when they are needed.
(4) Removes day-clothing at night and wears proper night-clothing.
(5) Avoids getting wet, if possible, and removes damp clothing as soon as possible.
(6) Comes to school with clothes as clean as possible.

(M) Use of Drugs, Alcohol, Etc.

(1) Drinks little or no tea and coffee.
(2) Drinks no alcoholic beverages.
(3) Does not use tobacco.

7. Outline of Course for Grades 4 and 5.

One-Teacher Schools

Text: *Health for Every Day.*

First Month	pp.	1—20
Second Month	"	21—35
Third Month	"	36—70
Fourth Month	"	71—96
Fifth Month	"	97—114
Sixth Month	"	115—144
Seventh Month	"	145—179
Eighth Month	"	180—205
Ninth Month	"	206—End.

NOTE. — In schools with more than one teacher, if thought expedient, each grade may form a separate class. The fourth grade should then cover chapters 1—5 in one year; the fifth grade, chapter 6 to end of book.

K. Penmanship

1. Introductory Remark

Remind pupils that also Penmanship and Drawing should be used as means to serve God. Cf. 1 Cor. 10, 31.

2. Aim

To give each pupil a style of handwriting which embodies legibility, commercial rapidity, ease, and endurance.

3. Suggestion

Teachers cannot achieve the best results unless they themselves have learned both the mechanics and the pedagogy of penmanship. Such a course may be had free from the A. N. Palmer Company.

4. Helps

a. *Teacher's Guide to Writing-lessons for Primary Grades.*

b. *Teacher's Handbook of Methods in Penmanship Instruction,* by Parle I. Mallory.

Primary Grades Paper, Primary 6×9.
Upper Grades Paper, Regular 8×10½.
Palmer Method Pens No. 5.
Palmer Method Penholder No. 2.
Palmer Method Ink Powder.
A set of Blackboard Wall Cards in each classroom.

5. Palmer Method of Writing

a. Primary Work

It is essential that teachers read and master the first twelve pages of the primary guide, where position, movement, paper-placing, and pencil-holding are explained.

b. Five Essentials of Primary Work

(1) Twenty to thirty minutes daily ought to be given to writing. The time should be divided into two periods, one for board work and one for seat work.

(2) Work at the board is for form, while work in the seat is for acquiring habits in position of body, hand and paper, and pen.

(3) True muscular-movement writing can be gained only when the wrist and the side of the hand do not touch the desk. The wrist must also move when writing.

(4) Teachers must push forward in the work.

(5) Writing at the board or in the seat must have true slant, spacing, speed, size, and shape. Board work for small letters is about two inches, and for capitals about four inches. On paper ruled ⅜ of an inch the size of the body letters should be ½ of that space.

GRADE ONE

First Month: Board Work

Teach correct standing position, left hand at back, pupil standing so that letters slant to the center of the body. Write work for pupils on board as suggested in the "Guide to Primary Lessons." Tracing and writing of pages 12, 13, 14, 15.

Seat Work

Teach position of body, feet, head, and hands; teach muscular roll of muscles with right elbow on the desk; curving of third and

fourth fingers for a movable rest; holding of pen and taking of position by counts. Go slowly, but expect and get results. You may like these counts.

Count 1. Raise hands and arms from side of body and wave in the air; at the same time bring the body forward midway between the back of the seat and the edge of the desk.

Count 2. Place both elbows on edge of desk.

Count 3. Drop hands upon desk, elbows at right angles, and have fingers pointing toward each other. Later on, at count of three, we drop the hand and roll on the two runners (the last two nails of the right hand).

Count 4. Pick up pen in left hand and place in the moving right hand.

Second Month: Board Work

Tracing and writing of pages 16—19. One new drill a week. Be sure of your count and be sure that teachers' and pupils' work improves.

Seat Work

1. Teach placing of book and paper.
2. Teach moving of book and paper.
3. Teach tracing and writing of pages 8—11. With page 11 teach the terms direct and reverse motions. Paper 6×9 inches and ruling of $\frac{3}{8}$ inch is best; but larger paper may be used.

Third Month: Board and Seat Work

Review at board and write at seats pages 12—17. Study directions in manual.

Fourth Month: Board and Seat Work

Have two lessons a day; sometimes it means two board lessons, sometimes two seat lessons; but make sure that the entire class understands the drills. Pages 18—24. During this month write the names of pupils on small slips of paper and have them keep these constantly near them. Names should be written on the top line to the right.

Fifth Month: Board and Seat Work

Tracing and writing of pages 25—31.

Sixth Month: Board and Seat Work

Tracing and writing of pages 34—38. Practise sentences at board as well as in seat.

Seventh Month: Board and Seat Work

Tracing and writing, pages 39—46

Eighth Month

Pages 47—49. Work up figures same as words.

Ninth Month: Board Work

Study as many capitals as possible. Practise short sentences using A, O, S at seats.

SECOND GRADE

Some teachers advocate the use of ink in the second grade. It should not start later than the third grade.

First Month: Seat Work

Teach correct position of body, roll of muscle, placing of paper and holding of pen. Writing of pages 8—15.

Board Work

Tracing and writing of pages 12—17. Work for slant, spacing, speed, and form.

Second Month: Board and Seat Work

Seat work should begin with ovals or push and pull; but this movement drill has no value at the board. Pages 16—26.

Third Month: Board and Seat Work

Pages 26—36.

Fourth Month: Board and Seat Work

Pages 37—49.

Fifth Month

After pages 51 and 52 are studied, they, in addition to pages 8—11, should be used for movement drills. Study of capitals at board improves the seat work.

Board and Seat Work

Pages 51—58.

Sixth Month: Board and Seat Work

Pages 58—66.

Seventh Month: Board and Seat Work

Pages 65—72.

Eighth Month

Practise sentences found in the manual.

Ninth Month

Work upon short poems and stories. Be sure of muscular movement.

Suggestion

If movement and form are taught at the board first, then writing and muscular movement come more easily at the seat.

THIRD AND FOURTH GRADES

Children should be urged to use the arm movement in all their written work.

First Month: Drill position for at least 6 lessons. Drills 1—8.

Second Month: Drills 9—12, with every lesson beginning with a short drill of either Drill 1 or 2.

Third Month: Devote 5 minutes of every lesson to Drill 2, two last lines of Drill 10. Then take Drills 20, 13, 14, 15, 16, 17, 18, 19. (Add Drill 20 to daily drills.)

Fourth Month: Study each diagram of capitals not previously practised, as given in text on pages 27—29. Then proceed with Drills 21—32. Teach reverse oval in Drill 27.

Fifth Month: Review daily for 5 minutes Drills 2, 12, 20. Drills 33—38.

Sixth Month: Drills 39 to 52. Place special stress on loops. There are 12 "loop letters."

Seventh Month: Drills 53—62.

Eighth Month: Drills 63—70.

Ninth Month: Drills 71—79.

FIFTH GRADE

Read carefully the first nineteen pages of *The Palmer Method*, making sure of position of body, arm, and paper.

First Month: Drills 1—8 and 77. If slant has been mastered in the fourth grade, make speed and true spacing the fine points in the fifth-grade work. Write many words using A, O.

Second Month: Drills 9—19 and 78.

Third Month: Drills 20—25, 85, 95, 79, 80.

Fourth Month: Drills 26—32, 81, 82. Be sure that pupils read the printed instructions for each lesson. Also use daily in words the letters studied.

Fifth Month: Drills 33—40, 83, 84. Begin each lesson with movement drills.

Sixth Month: Drills 40—50.

Seventh Month: Drills 51—60.

Eighth Month: Drills upon spelling words.

Ninth Month: Drills 70—75. Figures.

SIXTH GRADE

Work of the sixth grade should advance from drill work to applied writing. Make spelling a part of the writing lesson and be sure that all written work is muscular.

First Month: Drills 1—10, 77, 78. Can you make 400 ovals on one line? Work for speed and form.

Second Month: Drills 85, 129, 95, 131, 33, 51, 52, 53, 88, 89, 90, 91, 92, 93.

Third Month: Drills 14, 15, 40, 41, 42, 47, 48, 49, 50, 79, 80.

Fourth Month: Drills 17, 18, 44, 45, 46, 70, 71, 72, 74, 75, 96, 97, 121, 122.

Fifth Month: Drills 30, 31, 32, 38, 39, 34, 35, 36, 37, 81, 82.

Sixth Month: Drills 54—60, 83, 84, 127, 128.

Seventh Month: Drills 61—68, 29, 86, 87, 98, 99, 100.

Eighth Month: Drills upon spelling words.

Ninth Month: Drills 101 through 113 and all figures.

SEVENTH (AND EIGHTH) GRADES

If the Palmer Method has been in use for several years, this outline may be followed; but if the work is entirely new, I would have the seventh and eighth grades try sixth-grade work.

First Month: Drills 1, 2, 3, 4, 6, 11, 14, 33, 41, 77, 78. Work for control of muscle, true slant, spacing, speed, and form.

Second Month: Constant drill upon ovals, push and pull, ing, nning, and lling. Drills 13, 14, 33, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 79, 80.

Third Month: Drills 123—135, 91, 92. Be sure to study each letter in each drill.

Fourth Month: Begin study of sentences. In sentence work proceed thus: First take the capital, then each separate letter, then each word, and then the entire sentence. Study heights of letters, comparison of heights, connective strokes, stops, etc. Work up slant of the entire sentence. Write a page or more of an entire sentence. Drills 136—143, 83, 84.

Fifth Month: Drills 144—151.

Sixth Month: Drills 152—162.

Seventh Month: Drills 163—172.

Eighth Month: Paragraph and letter.

Ninth Month: Writing of poems and prose work.

Grades may be combined as follows: First, second, and third grades form one class; fourth and fifth another class; sixth and seventh a third class.

Strive to cover above schedule at least to the sixth grade inclusive.

C. The Group Plan

The group plan is a good means of quickly developing good handwriting among those pupils whose muscles are flexible and who early learn how to use the movement in all their written work. In the graded schools two groups in a room during the writing-lesson are usually sufficient, but in one-teacher schools it is advisable to form several groups. The number of groups depends upon the adaptability of the pupils.

Pupils who maintain correct positions and always use correct movement should be placed in the advanced group. At first there may be only one pupil in this group, but soon there will be others who have advanced sufficiently to be self-reliant and to use the text-book without the aid of the teacher. Pupils who have not as yet reached this ability, but show aptitude form the second group. Pupils who show no ability or are indolent and careless form the third group. All these groups can practise simultaneously.

L. Drawing

1. Introductory Remarks

(See introductory paragraph of Penmanship)

Drawing has a number of recognized advantages which justify its being given a place in the course of study.

a. It teaches us to observe more minutely the things about us. Unless one has learned to observe, one may go through the world half blind.

b. Drawing also teaches the love for the beautiful; for one who draws, learns to look for the beautiful in nature, in fact, in everything he sees.

c. Drawing trains the eye to measure distances correctly and to look at objects in perspective. No other study is more valuable for training the hand and the eye.

d. Drawing has practical value. If a craftsman can make a drawing of what he plans to construct, he will have a practical guide in his work.

2. Aims

a. Not to make artists of our children, but to teach them the rudiments of drawing;

b. To arouse and draw out native and latent talent.

3. Material

A good teacher's manual is essential. The teacher should study it carefully, so that correct and comprehensive directions can be given.

The children should be provided with a soft lead pencil, a soft rubber eraser, and a box of good wax crayons. Where water-color painting is taught, a four-pan box, containing red, yellow, blue, and black, should be added.

Loose-leaf drawing-books have a decided advantage over the ones commonly used.

4. The Drawing Lesson

One lesson a week is sufficient. The folders, containing the pictures and blank drawing-paper, should be distributed. After the child has removed one picture and one sheet, the folders should be collected immediately and taken in charge by the teacher. At no time should the children be allowed to inspect the contents of the folder, as the interest in the pictures will wane if they are seen too often. The picture should now be studied. It is a waste of time to let the children shift for themselves.

After the proper instructions have been given, the actual work should begin. The first trials should be made on any ordinary paper or on some cheap drawing-paper. After the child has drawn the picture several times, he may draw it on the regular sheet set aside for this purpose. He may do this in the course of the week. At the next drawing-lesson the teacher should inspect the picture and make the necessary corrections and suggestions.

5. General Remarks

Drawing-lessons may be given in the primary grades. The books give the teacher ample material for the entire year. Objects from nature, flowers, leaves, twigs, etc., furnish additional material.

Should the children show ability and talent for water-color painting, they should be encouraged to develop this talent.

M. German

1. Introductory Remarks

Some German is taught in our schools because —

a. It will help the children to derive a greater benefit from divine services and home devotional exercises where these are still conducted in German and will give them access to the great treasure of devotional books and church periodicals that are printed in German.

b. It will be of advantage to those who enter our colleges because there German is required; also to such as expect to study German in high schools and universities.

c. Only such as have a working knowledge of the German language are in a position to use some of the world's greatest works of theology, literature, science, art, etc.

d. The knowledge of German is often of advantags in modern business affairs.

In view of the above facts it would seem wise to teach German where this language still predominates in the homes of the people. If others spend much time and hard labor to acquire a foreign language, why should we not utilize the opportunity that lies so close at hand and give those a rudimentary instruction in German who desire it?

If the great majority of children understand German when they enter school, German may be given a regular place on the program. In other schools where pupils desire to take German, other arrangements may be made.

2. Suggestions

a. The study of German should not be taken up before the second year.

b. The pupil's promotion should not depend on his standing in German.

c. Since German writing is taught to impart the ability to communicate with others by written German and also to read German communications of others, it is an advantage for the children to learn the German script.

d. The spelling of German words may be begun in the third grade with simple words from the reading-lesson. The orthography of our German Bible and hymn-book should be observed.

e. Grades 4 and 5 may use *Erstes Uebungsbuch* and Grades 6 and 7 *Zweites Uebungsbuch,* if the teacher has time for more language work than can be given in connection with the reading-lesson.

APPENDIX

A. Daily Recitation Plans

1. Introductory Remarks

The following recitation plans should serve as guides for the teacher who prepares such a plan for his own school. It is important that every minute be utilized, that every pupil be kept busy, and that all the subjects receive due attention.

EXPLANATORY NOTE. — "Time" = 5½ hours a day, or 1,650 minutes a week. "A," number of recitation periods a week; "B," average length of periods in minutes; "C," total number of minutes a week. An "&" between two grades indicates that they form one class; a comma, that they do not.

Subjects and Grades	2. One-Teacher Schools — *Grades 1—7* A	B	C	3. Two-Teacher Schools — *Grades 1—3* A	B	C	*Grades 4—7* A	B	C
Religion (cursory Bible-reading not included)	–	—	335	–	—	360	–	—	345
Devotion (devotional Bible-reading incl.)	5	10	50	5	10	50	5	10	50
Bible History	3	30	90	3	30	90	3	30	90
Catechization	2	30	60	2	30	60	2	30	60
Bible-study	1	10	10	–	—	—	1	10	10
Memory Work: —									
Chief Parts	2	20	40	2	20	40	2	20	40
Proof-texts	2	20	40	2	20	40	2	20	40
Hymns	1	20	20	1	20	20	1	20	20
Concert Recitation	5	5	25	5	10	50	5	5	25
Prayers	–	—	—	1	10	10	1	10	10
Reading: —	–	—	305	–	—	375	–	—	200
1. Grade	9	10	90	5	15	75			
" "	–	—	—	4	20	80			
2., 3., each	5	10	100	5	20	200			
4. Grade	3	10	30	–	—	—	3	15	45
5., 6. & 7., each	2	10	40	–	—	—	2	15	60
4.—7. Cursory Bible-reading	2	10	20	–	—	—	2	20	40
4.—7. Hist. of Reform.	1	10	10	–	—	—	1	20	20
" " Our Lutheran Church	–	—	—	–	—	—	1	15	15
4.—7. History of Synod and Reading of Church-papers	1	15	15	1	20	20	1	20	20

Subjects and Grades	2. One-Teacher Schools — Grades 1—7 A	B		C	3. Two-Teacher Schools — Grades 1—3 A	B		C	Grades 4—7 A	B		C
Arithmetic	5	45		225	5	55		275	4	55	220	265
"	–	—	—		–	—	—		1	45	45	
Language (Grammar, Composition): —	–	—		200	–	—		160	–	—		190
2. Grade	4	5	20		4	20	80					
3. "	4	5	20		4	20	80					
4. "	4	5	20		–	—	—		4	10	40	
5. "	4	5	20		–	—	—		4	10	40	
6. "	4	10	40		–	—	—		4	10	40	
7. "	4	10	40		–	—	—		2	10	20	
" "	–	—	—		–	—	—		2	15	30	
All Grades	4	10	40		–	—	—		4	5	20	
Dictation	1	30		30	1	30		30	1	30		30
Spelling: —	–	—		85	–	—		100	–	—		80
2. Grade	5	5	25		5	10	50					
3. "	2	5	10		5	10	50					
4.—6., each	2	5	30		–	—	—		2	10	60	
7. Grade	2	10	20		–	—	—		2	10	20	
Geography: —	–	—		70	–	—		50	–	—		80
Grades 1—3	1	10	10		2	25	50					
" 4 & 5	2	15	30		–	—	—		2	20	40	
" 6 & 7	2	15	30		–	—	—		2	20	40	
U. S. History: —	–	—		60	–	—	—		–	—		80
Grades 4 & 5	2	15	30		–	—	—		2	20	40	
" 6 & 7	2	15	30		–	—	—		2	20	40	
Texas History: — Grades 6 & 7	2	15	30	30	–	—	—		2	20	40	40
Civics: — Grades 6 & 7	2	15	30	30	–	—	—		2	20	40	40
Hygiene: —	–	—		50	–	—		25	–	—		60
Grades 1—3 (Health Lessons)	1	10	10		1	25	25		–	—	—	
Grades 4 & 5	1	20	20		–	—	—		1	30	30	
Grades 6 & 7	1	20	20		–	—	—		1	30	30	
Penmanship	4	10	40	40	4	15	60	60	4	10	40	40
Drawing	–	—	—		1	15	15	15	–	—	—	
Singing and Music	2	20	40	40	2	25	50	50	2	25	50	50
Miscellaneous	5	30	150	150	5	30	150	150	5	30	150	150
				1650				1650				1650

The plans that follow are for regular graded schools of seven grades. Where there are fewer than seven grades or where not all the subjects listed are taught, the necessary alterations can easily be made.

The grades and subjects are listed in the order in which they receive the teacher's direct attention. Meanwhile the grades not engaged in recitation have an opportunity to prepare, or look over, their lessons before their turn comes.

4. Plan for One-Teacher Schools

(Grades 1—7)

NOTE. — Asterisks (*) refer to explanatory notes below

Time of Beginning	Monday Grade Subject	Tuesday Grade Subject	Wed.	Thu.	Time of Beginning	Friday Grade Subject
9.00	Devotion	*Devotion	Same	Same		Devotion
9.10	Memory Work: Chief Parts	Memory Work: Proof-texts	as	as		Memory Work: Hymn
9.30	Bible Hist.	Catechization	Monday	Tuesday		Bible Hist.
10.00	Penmansh. *	Penmanship	Same	Same		1 Reading 2–4 Prep. Read. 5–7 Prepare Bible-study
10.10	1 Reading 2 Prep. Read. 3–7 Penmanship	1 Reading 2 Prep. Read. 3–7 Penmanship	as	as		Bible-study
10.20	2 Reading 3 Penmanship 4&5 Prep. Hist. 6, 7 Penmanship 1 Penmanship	2 Reading 3 Penmanship 4&5 Prep. Geogr. 6, 7 Penmanship 1 Penmanship	Monday	Tuesday		Cursory Bible-reading
10.30	RECESS					
10.45	4&5 U. S. Hist. 6&7 Prep. Hist. 1–3 Copy Read. Lesson	4&5 Geography 6&7 Prep. Geogr. 1–3 Copy Read. Lesson	Same	Same	10.45	2 Reading 1 Copy Read. Lesson 4&5 Prepare Hygiene 3 Drawing * 6, 7 Drawing
11.00	6&7 U. S. Hist. 1–5 Prepare Arithmetic *	6&7 Geography 1–5 Prepare Arithmetic	as	as	10.55	4&5 Hygiene 1–3 Drawing 6, 7 Drawing
11.15	Arithmetic	Arithmetic	Mon.	Tue.		Arithmetic
12.00	NOON					

Time of Beginning	Monday Grade Subject	Tuesday Grade Subject	Wed.	Thu.	Time of Beginning	Friday Grade Subject
1.00	Concert Recitation *	Concert Recitation	Same	Same	1.00	Concert Recitation
1.05	2 Lang. Lesson 3–5 Prepare Lang. Lesson 6&7 Prepare Tex. Hist. 1 Penmanship	2 Lang. Lesson 3–5 Prepare Lang. Lesson 6&7 Prepare Civics 1 Penmanship	as	as	1.05	Prayers * (1–3 Health Lesson)
1.10	3 Language 4, 5 Prep. L. L. 6&7 Prep. Tex. H. 1 Penmanship 2 Write L. L.	3 Language 4, 5 Prep. L. L. 6&7 Prep. Civics 1 Penmanship 2 Write L. L.	Monday	Tuesday	1.15	2 Spelling 3 Prepare Reading 4, 5 Drawing 6&7 Prepare Hygiene 1 Drawing
1.15	4 Language 5–7 Prep. L. L. 1 Penmanship 2, 3 Write L. L.	4 Language 5–7 Prep. L. L. 1 Penmanship 2, 3 Write L. L.	Same	Same	1.20	3 Reading 4, 5 Drawing 6&7 Prepare Hygiene 1, 2 Drawing
1.20	5 Language 6, 7 Prep. L. L. 1 Prep. Read. 2–4 Write L.	5 Language 6, 7 Prep. L. L. 1 Prep. Read. 2–4 Write L.	as	as	1.30	4 Reading 5–7 Prepare Hist. of Synod 1–3 Copy Reading Lesson
1.25	6 Language 7 Prep. L. 1 Prep. Read. 2 Prep. Spel. 3–5 Write L.	6 Language 7 Prep. L. 1 Prep. Read. 2 Prep. Spel. 3–5 Write L.	Monday	Tuesday		
1.35	7 Language 1 Prep. R. 2 Prep. Spel. 3 Prep. Read. 4–6 Write L.	7 Language 1 Prep. R. 2 Prep. Spel. 3 Prep. Spel. 4–6 Write L.	Same	Same	1.40	6&7 Hygiene 1–5 Study Lesson for Monday: Chief Parts, Bible History, U. S. History, etc.
1.45	1 Reading 2 Prep. Spel. 3, 4 Prep. Read. 5–7 Write L.	1 Reading 2 Prep. Spel. 3, 4 Prep. Spel. 5–7 Write L.	as	as		
1.55	2 Spelling 3–5 Prep. Read. 6, 7 Write L. 1 Copy Read. L.	2 Spelling * 3–5 Prep. Spel. 6, 7 Write L. 1 Copy Read. L.	Monday	Tuesday		

Time of Beginning	Monday Grade Subject	Time of Beginning	Tuesdays Grade Subject	Wed.	Thu.	Time of Beginning	Friday Grade Subject
2.00	3 Reading 4–6 Prep. R. L. 7 Write Lang. 1 Copy R. L. 2 Exchange * and Compare Lang. Les.	2.00	3 Spelling 4–6 Prep. Spel. 7 Write Lang. 1 Copy R. L. 2 Copy Spel. L.	Same	Same	2.00	3, 4&5, 6&7 } Dictation 1&2 Study Les. for Mon., or Drawing
		2.05	4 Spelling 5–7 Prep. Spel. 1 Copy R. L. 2, 3 Copy Spel. L.				
2.10	4 Reading 5–7 Prep. R. L. 1 Copy R. L. 2, 3 Exchange and Compare Lang. Les.	2.10	5 Spelling 6&7 Prep. Spel. 1 Copy R. L. 2, 4 Copy Spel. 3 Prep. R. L.	as	as		
		2.15	6 Spelling 7 Prep. Spel. 1 Copy R. L. 2–5 Exchange and Comp. Lang. Les.		Tuesday	2.20	3, 4&5, 6&7 } Exchange and Compare Dictation 1, 2 Drawing
2.20	5 Reading 6, 7 Exch. and Compare Lang. Les. 1 Copy R. L. 2–4 Exch. Lan. L.	2.20	7 Spelling 1 Copy R. L. 2–6 Exch. L. L.	Monday			
2.30	Recess						
2.45	2–7 Correct Lan. Lesson 1 Study Lesson for next day		2–7 Correct Lan. Lesson 1 Study Lesson for next day	Same	Same as	2.45	History of Synod and Reading of Church-papers
2.55	6&7 Reading 1–5 Study Lesson for next day: Catechism, Geography, Spelling, etc.		3 Reading 1–7 Study Lesson for next day: Chief Parts, Bible Hist., U. S. Hist., etc.	as	3 Read. Others Study B. Hist. Hymn. etc. for Frid.		
3.05	6&7 Tex. History 1–5 Same as above		6&7 Civics 1–5 Same as above	Monday	Tuesday	3.00	Music
3.20	1–3 Geography 4–7 Study Lesson for next day		Singing	Cursory Bible-read.	History of Reformation *	3.10	Singing
3.30 to 4.00	Miscellaneous *		Miscellaneous			3.30 to 4.00	Miscellaneous

a. Explanatory Notes.

(1) *Penmanship.* — These ten minutes are needed for giving explanation, for assigning drills, and getting all the pupils started in their work.

(2) *Drawing* here refers to schools in which Concordia's *American Series of Drawing-books* is still in use. Where the system recommended by the District is used, Drawing may be taken during the "Miscellaneous" period. Cf. Note 9.

(3) *Prepare Arithmetic.* — The pupils write numbers (First Grade), study tables and definitions (Note 7), and figure problems that can be assigned without being explained. This will relieve the regular Arithmetic period.

(4) *Concert Recitation.* — In the lower grades of schools with more than one teacher this period may be used to help the pupils, especially the "little ones," to memorize their lesson. Cf. "Educational Guide," p. 21, Sug. e.

(5) *Prayers.* — When the pupils know the prayers (cf. p. 22), this period may be used for the subjects that follow in two-teacher schools and for health lessons in the lower grades of one-teacher schools.

(6) *Spelling.* — In oral spelling the plan may be followed as given. In written spelling the teacher may combine the different periods, so that there are but two, one for dictation, the other for correction.

(7) *Exchange and Compare.* — To keep pupils not receiving your direct attention busy, have them exchange and compare their written work.

(8) *History of the Reformation.* — While this subject is intended for pupils with a text-book, Grades 4—7, it may be well to let pupils of the lower grades take part in the lesson. This applies also to Cursory Bible Reading, Bible Study, History of our Church, and Music.

(9) *Miscellaneous.* — These periods may be devoted to German, Science, Nature Study, Practical Drawing, Lutheran Confessions, etc.

Where more time for German is desired, Bible-reading, History of the Reformation, and other subjects may be taken in German, or subjects deemed less essential may be omitted.

5. Plan for Two-teacher Schools

In schools with two teachers, Grades 1—4 ought to form the lower and Grades 5—7 the upper division. However, in the majority of our schools, Grades 1—3 constitute the lower, Grades 4—7 the upper division, either because there are more pupils in the lower grades or because only an assistant, not a regular teacher, is in charge of the lower grades. To relieve the teacher of Grades 4—7 of some of his work, the other teacher could take over certain subjects of the former.

NOTE. — Asterisks (*) refer to notes on page 125.

a. Grades 1—3

Time of Beginning	Monday Grade Subject	Tuesday Grade Subject	Wed.	Thu.	Friday Grade Subject
9.00	Devotion	Devotion	Same	Same	Devotion
9.10	Memory Work: Chief Parts	Memory Work: Proof-texts	as	as	Memory Work: Hymns
9.30	Bible History	Catechization	Mon-	Tues-	Bible History
10.00	Penmansh. *	Penmanship	day	day	Drawing
10.15	1 Reading 2 Penmanship 3 Penmanship	Same	Same	Same	1 Reading 2 Drawing and Prep. Read. 3 Drawing
10.30	RECESS				
10.45	2 Reading 3 Prepare Reading 1 Penmanship	as	as	as	2 Reading 3 Prepare Reading 1 Drawing
11.05	Arithmetic	Monday	Mon.	Mon.	Arithmetic
12.00	NOON				

Time of Beginning	Monday Grade Subject	Tuesday	Wed.	Thu.	Time of Beginning	Friday Grade Subject
1.00	Concert Recitation *	Same	Same	Same	1.00	Concert Recitation
1.10	2 Lang. Les. 3 Prepare Lang. L. 1 Prep. Read.				1.10	Prayers *
1.20	3 Lang. Les. 1 Prep. Read. 2 Write Lang. Les.				1.20	3 Reading 2 Prepare Spelling 1 Drawing
1.30	1 Reading 2 Write Lang. L. and Prep. Spelling 3 Write Lang. Lesson	as	as	as		
1.40	2 Spelling 3 Prep. Spel. 1 Copy Read. Les.				1.40	2 Spelling 1 Copy Read. Lesson 3 Prep. Spel.
1.50	3 Spelling 1 Copy Read. Les. 2 Exch. and Comp. L. L.*				1.50	3 Spelling 2, 1 Prepare Dictation
2.00	2 Correct L. L. 1 Exch. and Comp. Writ. 3 Exch. and Comp. Lang. Les.	Monday	Monday	Monday	2.00	1, 2, 3 Dictation
2.10	3 Correct L. L. 1 Exch. and Comp. Writ. 2 Corr. Errors				2.20	1, 2, 3 Correct Dictation
2.30	RECESS					
2.45	3 Reading 1&2 Prep. Lesson for next Day	Same as Monday	Same as Monday	Same as Monday		Reading of Church Papers
3.05	Geography	Singing	Geography	Health Lessons		Singing
3.30	Miscellaneous *	MISCELLANEOUS				

b. Grades 4—7.

Time of Beginning	Monday Grade Subject	Tuesday Grade Subject	Wed.	Thu.	Time of Beginning	Friday Grade Subject
9.00	Devotion	Devotion	Same	Same	9.00	Devotion
9.10	Memory Work: Chief Parts	Proof-texts			9.10	Hymns
9.30	Bible History	Catechization	as	as	9.30	Bible History
10.00	Penmansh.*	Penmanship			10.00	4&5 Hygiene 6, 7 Drawing * and Prepare Hygiene
10.10	4&5 U. S. Hist. 6&7 Penmanship and Prepare U. S. History	4&5 Geography 6&7 Penmanship and Prepare Geography	Mon. day	Tues- day		
10.30	RECESS					
10.45	6&7 U. S. Hist. 4, 5 Penmanship Prepare Arithmetic *	6&7 Geography 4, 5 Penmanship Prepare Arithmetic	Same as	Same as	10.45	6&7 Hygiene 4, 5 Drawing
11.05	Arithmetic	Arithmetic	Mon.	Tue.	11.15	Arithmetic
12.00	NOON					
1.00	Concert Recitation *	Concert Recitation			1.00	Concert Recitation
1.05	4 Lang. Les. 5 Prep. Lang. 6 Prep. Lang. 7 Prep. Lang.	Same	Same	Same	1.05	Prayer *
1.15	5 Lang. Lesson 6 Prepare L. L. 7 Prepare L. L. 4 Write L. L.	as	as	as	1.15	4 Reading 5–7 Prepare Bible Study
1.25	6 Lang. Lesson 7 Prepare L. L. 4 Write L. L. 5 Write L. L.	Monday	Mon- day	Mon- day	1.30	Bible Study

Time of Beginning	Monday Grade Subject	Time of Beginning	Tuesday Grade Subject	Wed.	Thu.	Time of Beginning	Friday
1.35	7 Lang. Les. 4 Prep. Read. 5 Write L. L. 6 Write L. L.	1.35	7 Lang. Les. 4 Prep. Spel. 5 Write L. L. 6 Write L. L.	Same	Same	1.40	Cursory Bible Reading
1.45	4 Reading 5 Prep. Read. 6 Write L. L. 7 Write L. L.	1.50	4 Spelling * 5 Prep. Spel. 6 Write L. L. 7 Write L. L.	as	as		
2.00	5 Reading 6&7 Prep. Read. 4 Exchange and Compare Lang. Les.*	2.00	5 Spelling 6 Prep. Spel. 7 Write L. L. 4 Exch. and Comp. L. L.	Mon-	Tues-	2.00	Dictation
2.15	6&7 Reading 4 Comp. L. L. 5 Exch. and Compare Lang. Les.	2.10	6 Spelling 7 Prep. Spel. 4 Comp. L. L. 5 Exch. and Comp. L. L.	day	day	2.20	Exchange and Correct Dictation
		2.20	7 Spelling 6 Exch. and Comp. L. L. 4, 5 Comp. L. L.				
2.30	RECESS						
2.45	Correct L.		Correct L.	Cor. L.	Cor. L.	2.45	Our Lutheran Church
2.50	6&7 Tex. History 4, 5 Study Proof-texts, Geography, etc., for next day		6&7 Civics 4, 5 Study Chief Parts, Bible Hist., U. S. Hist., etc., for next day	Same as Monday	6&7 Civics 4, 5 Prep. Hymn, B. Hist. Hygiene for next day	3.00	Music
3.10	History of Reformation *		Singing	Cursory Bible Reading	Hist. of Synod and Read. of Church Papers	3.10	Singing
3.30 to 4.00	MISCELLANEOUS *						

B. Text-Books

(Recommended by the District for uniform use)

Educational Guide and General Course of Study. To be used as a text-book in *Bible-study* and in *our Lutheran Church* by Grades 5—7 and as a guide in all other subjects by all grades. (At least one copy ought to be found in each family having children in school.)

Bible: a. English — *Concordia Home and Teachers' Bible*, Style G. C. (Reasons: References; reliable Bible helps. The edition used in school will always be preferred.)
Second choice: *Concordia School Bible.*
b. German — *Kleinoktav-Ausgabe mit den Apokryphen.*

Memorizing: Dr. Martin Luther's *Small Catechism* (Dr. Schwan). Parallel edition for two-language schools.
Evangelical Lutheran Hymn-book, Word Edition (abridged). *Gesangbuch*, MCA (*Schulausgabe*), Mittelformat.

Bible History: —
(All-English Schools.)
a. One-teacher schools: *Elementary Bible History.*
b. Schools with more than one teacher: *Elementary Bible History* for primary and intermediate grades. *Comprehensive Bible History* for upper grades.

(English-German Schools.)
a. One-teacher schools: *Biblische Geschichten fuer Mittelklassen. Elementary Bible History.*
b. Schools with more than one teacher: *Biblische Geschichten fuer Unterklassen* for lower grades; *Biblische Geschichten fuer Mittelklassen* for upper grades. *Elementary Bible History* for all grades. (Biblical Pictures for display: *Concordia Picture Rolls.*)

Singing: a. English — Theiss, *Select Songs*, school edition. *Ev. Luth. Hymn-book.*
b. German — *Liederperlen* mit Anhang. *Gesangbuch.*

Music: *Rudiments of Music*, by Prof. Karl Haase (and those listed under Singing).

History of the Reformation: *Life of Luther (Lutherbuch)*, by Gustav Just.

History of Our Synod: *The Story of Our Church in America.*

Reading of Our Church-papers: —
a. Primary grades: *The Lutheran Guide.*
b. All other grades: *Young Lutherans' Magazine. Lutherisches Kinder- und Jugendblatt.*

Reading: *Bobbs-Merrill Readers*, Concordia Edition. (This method includes primer, charts, word cards, phrase cards, phonic charts, phonic cards, silent-reading material. See course of study based on Concordia Edition of the *Bobbs-Merrill Readers.*)

Language and Grammar: *Essential Language Habits.* Three books. (Silver-Burdett & Co., Dallas.)
Book One: Grades 3 and 4.
Book Two: Grades 5 and 6.
Book Three: Grade 7.

Spelling: (1) *The Modern Speller,* by Prof. Alb. H. Miller.
(2) Jones, *Complete Course in Spelling.* (Hall & McCreary Co., Chicago.)
The Winston Simplified Dictionary or *Webster's School Dictionary,* Grades 4—7.
The New Standard Dictionary or *Webster's Dictionary* for the school.

Arithmetic: Strayer-Upton Arithmetics, two-book edition. (American Book Co.)
First Book. With Answers. Grades 2, 3, 4.
Second Book. With Answers. Grades 5, 6, 7.

Geography: *Dodge-Lackey* (Rand McNally & Co.).
Elementary Geography. Grades 4 and 5.
Advanced Geography. Grades 6 and 7.
(Maps: Johnston or Denoyer-Geppert maps. — Map of the Holy Land.)

United States History: —

a. One-teacher schools: *The American People and Nation.* (Ginn & Co., Dallas.)

b. More-than-one-teacher schools: *The Beginners' History of Our Country.* By Harry F. Estill. Grades 4 and 5.
The American People and Nation. Grades 6 and 7.

Texas History: *A School History of Texas.* By Barker, Potts, and Ramsdell. Grades 6 and 7. (Hugh Perry Schoolbook Depository, Dallas.)
(History Charts: Robertson, or American History Maps by Denoyer-Geppert)

Hygiene: *Health for Every Day.* Grades 4 and 5.
Health in Home and Neighborhood. Grades 6 and 7. (Silver, Burdett & Co., Dallas.)
W. & A. K. Johnson: Anatomy, Physiology, and Hygiene Charts, or Winslow Health and Hygiene Series by Denoyer-Geppert

Civics: *Our Government.* By Davis and McClure.

Penmanship: *Writing Lessons for Primary Grades.* Grades 1—3. (Palmer Method.)
The Palmer Method of Business Writing. Grades 4—7.

Drawing: *Lederer and Smith's Drawing Course.* (Hall & McCreary, Chicago.)

German: *Schreiblesefibel.* Neue Serie. Grades 1 and 2.
(Wandfibel, 26 Tabellen zur Schreiblesefibel.)
Erstes Lesebuch. Neue Serie. Grade 3.
Zweites Lesebuch. Neue Serie. Grade 4.
Drittes Lesebuch. Neue Serie. Grades 5—7.
German church-papers and *Lutherbuch,* especially where *Drittes Lesebuch* is not used. (See Reading of Our Church-papers.)

C. General Rules and Suggestions

1. *Let us have uniformity.* Frequently pupils are transferred from one school to another. It will be of advantage to these pupils if they can go on where they left off in the former school. The school-year should begin everywhere after the summer vacation and, wherever possible, consist of nine months. For the same reason the suggestions pertaining to *odd-numbered* and *even-numbered* calendar years ought to be observed.

2. Efforts ought to be made to induce parents to let their children attend school seven years and also to the end of the term. Such

pupils as attend school only six years have finished merely the fifth grade when they begin instruction for confirmation. This is plainly disadvantageous to both pupil and school.

3. Instead of teaching the various *subjects,* let the teacher teach the *child* the various subjects. In teaching *children,* one will avoid generalities and teach according to the specific needs of the children. (Jesus, the apostles, Luther.)

4. Beware of much talking! The simpler the language, the better.

5. Do not repeat the answer of the child.

6. Have the pupil understand that his answer is intended neither for him nor for you, but for the whole school, especially for those pupils who do not know the answer.

7. Guard against overlooking certain pupils, be it because of age, inattention, backwardness, favoritism on the part of the teacher, disadvantageous seating, or any other reason.

8. The teacher's heart must be in his work. What comes from the heart goes to the heart.

9. Before the teacher takes up a new subject, he should give the pupils a short survey of it, endeavor to arouse their interest, and guide them to view the subject from the proper angle.

10. When the children begin the study of a text-book, the teacher should call attention to the title, the author, the publishers, the preface, the copyright note, the index, the appendix, the glossary, etc.

11. The school should be equipped with the necessary teaching helps and devices. Our schools should no longer "get along" with meager and primitive equipment.

12. The teacher should take the initiative in making the school and its surroundings as attractive as possible. The school is the home of the children while they are under the care of the teacher and should therefore be made to look cheery and inviting. A few good pictures ought to decorate the walls of every classroom.

13. Commencements, within proper bounds, serve a good purpose. They acquaint strangers and also many of our own people with our schools. If an entertainment is given in connection with it, this should constitute a separate part of the program and should contain no objectionable features. The commencement proper should feature an address by a Christian educator. Our graduates should be guided to select topics for their salutatory and valedictory, also class song and motto, of a Christian character. (Cf. Commencement and Graduation Addresses by Alb. H. Miller.) The following may serve as samples: —

"The fear of the Lord is the beginning of wisdom"; "Thou, God, seest me"; "With God on our side, we are in the majority though we be alone." Class songs: "God Bless Our Lutheran School" (see p. 138); "My Church, My Church, My Dear Old Church."

14. The effectiveness of neatly arranged school exhibits in arousing general interest for our schools should not be overlooked. Every school should have such an exhibit occasionally.

D. Model Report Card

Keep Report Card Clean

.....Lutheran School,....., Texas

Monthly Report of ....., **Pupil of** ..... **Grade**

School-year 19....to 19.... No. of Month	Religion	Memorizing	Composition	Penmanship	Drawing	German	Reading	Spelling	Grammar	Arithmetic	Geography	U. S. History	Tex. History	Civics	Hygiene	Effort	Conduct	Days Due	Days Absent	Times Tardy	Parent or Guardian Please Sign and Return Card Promptly
1																					
2																					
3																					
4																					
5																					
6																					
7																					
8																					
9																					
Subject Average:																					

General Average:

Monthly tests are given in subjects enclosed in double lines.

A grade below 60 is a failure; below 80 in conduct is unsatisfactory.

Studies.	Conduct.
60 to 70: Poor	
70 to 80: Fair	
80 to 90: Good	Fair
90 to 95: Very Good	Good
95 to 99: Excellent	Very Good
100: Perfect	Praiseworthy

....., **Teacher**

(Reverse Side)

TO PARENTS

The right progress of your child in school largely depends on your cooperation. Teachers alone cannot train the child; you must assist in the training. Parents who shift the whole task of educating their children on the teacher's shoulders wrong both teacher and children. Fathers and mothers can neutralize the benefits of school by indifference, they can obstruct by fussy interference, or they can promote the efforts of teacher and pupils by hearty cooperation.

The prime duty of the parents and the teacher of our school should always be to lead the child to realize that parents and teacher are God's substitutes, that he owes them honor and submission for God's sake, and that his life at home and in school should at all times harmonize with the worthy names: Christian Home, Christian School, Christian Child, Christian Parents, Christian Teacher, Christian Training.

"The fear of the Lord is the beginning of wisdom." Better an untrained child than a wrongly trained child.

Respectfully,

THE TEACHER(S).

OUR MODE OF GRADING

Written reviews are given monthly in Spelling, Grammar, Arithmetic, Geography, U. S. History, Texas History, Civics, and Hygiene. The work of the pupils is graded on a scale of 100. At the end of the school-year the General Average decides whether or not the pupils will be promoted. For promotion the required minimum General Average is 70.

The pupil's grade in conduct, in general, is obtained by deducting one point for whispering, inattention, turning about, etc., and from two to five points for every misdemeanor of a more serious nature.

It is plain therefore that the grades on the report card are not the result of the teacher's guesswork, but rather of the child's merit.

Having obtained a General Average of .....

.....

{is / is not} promoted from the ..... to the ..... grade.

REMARKS. — .....

.....

....., *Teacher*

....., Texas, ... 19.....

E. Rules and Regulations for the School Board of a Congregation

By A. C. Stellhorn, *Secretary of Schools*

Duly elected members of the congregation, together with the pastor and the teachers, shall constitute the School Board.

The Board represents the congregation toward the school and the school toward the congregation.

Its particular duty shall be to look after the welfare of the school, and to that end it shall —

1) Visit the school as often as possible, at least twice a year, and convince itself that good Christian discipline exists and that the course of study of the congregation is being carried out;

2) Receive and discuss the recommendations and wishes of the teachers concerning text-books, school helps, equipment, or other matters pertaining to the school and report on them to the congregation according to its findings;

3) Carry out the resolutions of the congregation pertaining to the school;

4) Report on the school and discuss school matters in the meetings of the congregation for the purpose of keeping the people informed and of maintaining and furthering interest in the school or, if necessary, of kindling it anew;

5) Admonish parents whose children of school age are not sent to the congregation's school as well as other members who are not doing their Christian duties toward the school; this may be done in company with pastor and teachers or by the lay members of the board alone;

6) Aid and support the teachers in word and deed and, if necessary, remind them of their duties;

7) Be of assistance in preparations made for the picnic, for the Christmas celebration, and for other activities of the school;

8) Be concerned about the material personal needs of the teachers and make recommendations to the congregation concerning their salaries;

9) In general, be whole-heartedly concerned about the welfare of the parish-school and the blessed progress of Christian school-training in the congregation.

The School Board shall hold meetings at regular intervals, at least four times a year, or as often as necessary under existing conditions. (Many boards meet monthly. Congregations hear monthly reports on the schools.)

The Board shall be authorized to meet with the Church Board, if the latter has school matters under discussion.

The Board shall be authorized to make an expenditure, if necessary, to the extent of $— for school equipment and other important needs of the school without first getting the sanction of the congregation.

NOTE. — It is becoming more and more customary to give to the School Board the supervision of both the school and the Sunday-school. In that case these rules would have to be adjusted accordingly.

F. Rules and Regulations for the Principal of a School with Two or More Classrooms

(Based on *Basic Rules and Guiding Lines for the Principal of a Lutheran School*, by SUPERINTENDENT PAUL T. BUSZIN)

1. His Official Standing and Duties Relative to the Congregation and the Council.

a) He represents the school in the meetings.

b) He carries out the resolutions of the congregation and the council in matters pertaining to the entire school.

NOTE. — School matters that are to be submitted to the council or to the congregation are first discussed with the entire faculty.

2. His Official Standing and Duties Relative to the Pastor.

a) He reports to the pastor on school matters.

b) He receives requests and directions from the pastor and submits them to the faculty.

c) He informs the pastor concerning commencements, Christmas programs, etc.

3. His Official Standing and Duties Relative to His Colleagues.

a) He conducts regular faculty meetings and acts as chairman in such meetings.

b) He calls attention to disorder at recess periods.

c) He reports to his colleagues all important regulations or events which concern the entire school or individual classes.

d) He receives reports and files records concerning admission or release of pupils.

e) He speaks and acts in the name and by the order of the faculty.

f) When the school engages a lady teacher, the principal supervises her class and work and represents her and her class in meetings of the congregation and of the council.

4. His Official Standing and Duties Relative to the Pupils of the School.

a) He submits to the pupils of the school instructions and information of general interest. This may be done —

(1) Directly to all pupils or

(2) Indirectly through the grade teachers.

b) He receives from the pupils information and requests of a general nature —

(1) Directly from the pupils or

(2) Indirectly from the grade teachers.

5. His Official Standing and Duties Relative to School Matters in General.

a) He receives and welcomes newly enrolled pupils and directs them to the respective classes.

b) He supervises to some extent the work of the janitor of the school.

c) He is responsible for good order and discipline during recess periods.

d) Unless other arrangements have been made, he supervises the school library and the museum and is the administrator of equipment used by the entire school.

e) He is the representative of the school in its entirety, but not of the individual class.

6. Representation Before the Public and Public Officials.

a) He confers with the truant officer, doctor, nurse, representatives of the Red Cross, agents, etc.

b) He signs documents, *e. g.,* the truant officer's reports, school certificates, transfer cards, etc.

c) Questions pertaining to the school which are submitted to the principal, except routine matters, he will note and submit them to the faculty, the pastor, the council, or the congregation, as the case may suggest or require.

d) He represents the faculty in school matters to be brought before the public.

e) He is reporter and intermediary in matters connected with synodical supervision.

"God Bless Our Lutheran School!"

(Tune: *America*)

1. Our Father, 'tis to Thee
We bring this earnest plea,
God bless our school!
Thy saving Word is here,
Fill us with holy fear,
Make this a place most dear, —
God bless our school!

2. Our Savior, from above
Guide with Thy tender love
Our Luth'ran school;
Help us our work to do,
Teach us e'er to be true;
Our number, large or few, —
God bless our school!

3. Spirit of God, so near,
Our Guide and Comforter,
Rule in our school.
Here purify our heart,
Faith, love, and hope impart,
Our Sanctifier Thou art, —
God bless our school.

4. Great God, blest Trinity,
Thou who art One and Three,
Bless this our school.
Now hear us while we pray,
Take all our sins away,
Meet with us every day, —
God bless our school!

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